



**ΧΑΡΟΚΟΠΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ**  
**ΤΜΗΜΑ ΟΙΚΙΑΚΗΣ ΟΙΚΟΝΟΜΙΑΣ ΚΑΙ**  
**ΟΙΚΟΛΟΓΙΑΣ**

**ΠΜΣ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΠΟΛΙΤΙΣΜΟΣ**

**Β' ΚΑΤΕΥΘΥΝΣΗ: ΔΙΟΙΚΗΣΗ ΚΑΙ ΔΙΑΧΕΙΡΙΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ**  
**ΜΟΝΑΔΩΝ**

**ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ**

**TRANSFORMATIONAL LEADERSHIP IN GREEK PRIMARY EDUCATION**

**ΒΕΡΤΟΠΟΥΛΟΣ ΑΡΙΣΤΕΙΔΗΣ**

**ΑΜ: 2214204**

**ΑΘΗΝΑ, 2018**



**ΧΑΡΟΚΟΠΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ**  
**ΤΜΗΜΑ ΟΙΚΙΑΚΗΣ ΟΙΚΟΝΟΜΙΑΣ ΚΑΙ**  
**ΟΙΚΟΛΟΓΙΑΣ**

**ΠΜΣ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΠΟΛΙΤΙΣΜΟΣ**

**Β' ΚΑΤΕΥΘΥΝΣΗ: ΔΙΟΙΚΗΣΗ ΚΑΙ ΔΙΑΧΕΙΡΙΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ**  
**ΜΟΝΑΔΩΝ**

**Τριμελής Εξεταστική Επιτροπή**

- **Rosemary Para (Επιβλέπουσα)**

**Καθηγήτρια, College of Education, Northern Arizona University**

- **Σαϊτή Άννα**

**Καθηγήτρια, Τμήμα Οικιακής Οικονομίας και Οικολογίας, Χαροκόπειο**  
**Πανεπιστήμιο**

- **Σαρδιανού Ελένη**

**Επίκουρη Καθηγήτρια, Τμήμα Οικιακής Οικονομίας και Οικολογίας,**  
**Χαροκόπειο Πανεπιστήμιο**

Δηλώνω υπεύθυνα ότι:

- 1)** Είμαι ο κάτοχος των πνευματικών δικαιωμάτων της πρωτότυπης αυτής εργασίας και από όσο γνωρίζω η εργασία μου δε συκοφαντεί πρόσωπα, ούτε προσβάλει τα πνευματικά δικαιώματα τρίτων.
  
- 2)** Αποδέχομαι ότι η ΒΚΠ μπορεί, χωρίς να αλλάξει το περιεχόμενο της εργασίας μου, να τη διαθέσει σε ηλεκτρονική μορφή μέσα από τη ψηφιακή Βιβλιοθήκη της, να την αντιγράψει σε οποιοδήποτε μέσο ή/και σε οποιοδήποτε μορφότυπο καθώς και να κρατά περισσότερα από ένα αντίγραφα για λόγους συντήρησης και ασφάλειας.

## Ευχαριστίες

Η συγκεκριμένη διπλωματική εργασία αποτέλεσε για μένα μια πραγματική πρόκληση. Υπήρξαν στιγμές που το άγχος και ο φόβος της μη επιτυχούς ολοκλήρωσής της με είχαν κυριεύσει. Παρ' όλα αυτά με υπομονή και θέληση ολοκλήρωσα αυτό που είχα στο μυαλό μου.

Ευχαριστώ την κ. Καραγεώργου Έλσα που με βοήθησε και με ανέβασε ψυχολογικά όταν το χρειαζόμουν. Ευχαριστώ την κ. Σαΐτη Άννα για την στήριξη της κατά τη διάρκεια της συγγραφής και για τις σημαντικές οδηγίες που μου παρείχε. Ευχαριστώ την κ. Σαρδιανού Ελένη για την πολύτιμη και άμεση βοήθεια που μου προσέφερε στο τελικό στάδιο της εργασίας. Δεν ξέρω αν θα τα είχα καταφέρει χωρίς τις οδηγίες της. Επίσης, θα ήθελα να ευχαριστήσω την κ. Rosemary Para. Ήταν μεγάλη μου χαρά να την παρακολουθήσω σε μία διάλεξή της πριν 2 χρόνια και ο τρόπος με τον οποίο παρουσίασε το θέμα για το οποίο μιλούσε με έκανε να θέλω να συνεργαστώ μαζί της. Μου έδωσε έμπνευση και την ευχαριστώ πολύ για αυτό.

Τέλος, θα ήθελα να ευχαριστήσω πάνω από όλα τους γονείς μου, που βρίσκονται πάντα δίπλα μου, και που χωρίς τη βοήθειά τους και την απεριόριστη στήριξή τους, δε θα είχα καταφέρει τίποτα από όσα έχω καταφέρει στη ζωή μου έως σήμερα.

Κλείνω με τα εξής λόγια τα οποία δανείζομαι από μία κινηματογραφική ταινία με την ευχή για ένα καλύτερο εκπαιδευτικό σύστημα μέσα στα επόμενα χρόνια.

***Hope is a good thing, maybe the best of things, and no good thing ever dies.***

## TABLE OF CONTENTS

Abstract .....	10
Περίληψη .....	10
<b>Part A - Defining and exploring Transformational Leadership</b>	
<b>1. Introduction .....</b>	<b>11</b>
<b>1.1. Theoretical basis .....</b>	<b>11</b>
<b>1.2. Motivation for this research .....</b>	<b>12</b>
<b>1.3. Purpose of this research .....</b>	<b>13</b>
<b>2. Defining management and directing .....</b>	<b>15</b>
<b>2.1. Management: art or science? .....</b>	<b>16</b>
<b>2.2. What makes management effective? .....</b>	<b>17</b>
<b>2.3. Directing .....</b>	<b>18</b>
<b>2.4. The basic principles of educational administration .....</b>	<b>20</b>
<b>3. What is Leadership? .....</b>	<b>21</b>
<b>3.1. Leadership vs. management .....</b>	<b>22</b>
<b>3.2. Leadership styles .....</b>	<b>24</b>
<b>4. Transformational Leadership and Transactional Leadership .....</b>	<b>26</b>
<b>4.1. The origins of Transformational Leadership .....</b>	<b>28</b>
<b>4.2. Bernard M. Bass' Transformational Leadership theory .....</b>	<b>30</b>
<b>4.3. The components of Transformational Leadership .....</b>	<b>31</b>
<b>4.4. The full range of Leadership model .....</b>	<b>32</b>
<b>4.5. John P. Kotter's 8-step process for leading change .....</b>	<b>34</b>

<b>4.6. The effects of Transformational Leadership .....</b>	<b>35</b>
<b>5. Transformational Leadership in school context .....</b>	<b>36</b>
<b>5.1. The Transformational principal .....</b>	<b>37</b>
<b>5.2. Personal traits and behaviors of the Transformational Leader .....</b>	<b>38</b>
<b>6. Idealized influence .....</b>	<b>41</b>
<b>6.1. Speak like a Leader .....</b>	<b>41</b>
<b>6.2. Hearing is not listening .....</b>	<b>43</b>
<b>7. Inspirational motivation .....</b>	<b>45</b>
<b>7.1. What is motivation? .....</b>	<b>46</b>
<b>7.2. Motivation theories .....</b>	<b>47</b>
<b>7.2.1. Frederick Taylor - Scientific Management .....</b>	<b>47</b>
<b>7.2.2. Elton Mayo .....</b>	<b>48</b>
<b>7.2.3. Victor H. Vroom - Expectancy Theory .....</b>	<b>48</b>
<b>7.2.4. Abraham Maslow's Hierarchy of needs .....</b>	<b>49</b>
<b>7.2.5. Douglas McGregor's Theory X and Y.....</b>	<b>51</b>
<b>7.2.6. Frederick Herzberg's Two-factor Theory .....</b>	<b>51</b>
<b>7.2.7. J. Stacy Adams - Equity Theory .....</b>	<b>53</b>
<b>7.3. The role of vision .....</b>	<b>53</b>
<b>7.4. The power of hope .....</b>	<b>55</b>
<b>8. Intellectual stimulation .....</b>	<b>56</b>
<b>8.1. Empowerment/delegation .....</b>	<b>56</b>
<b>8.2. Giving feedback .....</b>	<b>57</b>
<b>8.3. Job enrichment .....</b>	<b>59</b>

<b>9. Individualized consideration</b> .....	60
<b>9.1. Emotional intelligence</b> .....	61
<b>9.2. Anger management and control of emotions</b> .....	63
 <b>Part B - The measurement of Transformational Leadership In Greek primary education</b>	
<b>10. Research</b> .....	64
<b>10.1. Purpose of this research</b> .....	64
<b>10.2. Methodology</b> .....	64
<b>10.3. Sample</b> .....	65
<b>11. Presentation of results</b> .....	67
<b>11.1. Descriptive statistics</b> .....	67
<b>11.2. Factor analysis</b> .....	70
<b>11.3. Reliability of factors</b> .....	81
<b>11.4. Two correlated factors model: Active Constructive Leadership vs. Passive Corrective Leadership</b> .....	83
<b>12. Conclusions - discussion</b> .....	84
<b>13. Limitations of the research</b> .....	87
<b>14. Suggestions and future research</b> .....	88
<b>Bibliography</b> .....	89
<b>License For MLQ5X</b> .....	93

## TABLE OF TABLES

<b>Table 1:</b> Leadership traits .....	38
<b>Table 2:</b> Herzberg's two-factors .....	52
<b>Table 3:</b> Frequency table (4 sample items) .....	67
<b>Table 4:</b> KMO and Bartlett's Test .....	70
<b>Table 5:</b> Cronbach's Alpha Reliability Test .....	71
<b>Table 6:</b> Factors and percent of variance that describes every eigenvalue .....	72
<b>Table 7:</b> Factors and percent of variance that describes every eigenvalue .....	74
<b>Table 8:</b> Factors and percent of variance that describes every eigenvalue (two-factor model) .....	77
<b>Table 9:</b> Cronbach's Alpha Reliability Test for factor 1 .....	81
<b>Table 10:</b> Cronbach's Alpha Reliability Test for factor 2 .....	81
<b>Table 11:</b> Means, std. deviations, minimums and maximums of the two factors (N=50) .....	83

## TABLE OF GRAPHS

<b>Graph 1.</b> Scree plot for the 9 variables (outcomes of leadership) .....	73
<b>Graph 2.</b> Scree plot for the 36 variables (leadership styles) .....	76
<b>Graph 3.</b> Component plot for the two factors .....	80

## Abstract

The purpose of this research is the study of Transformational Leadership in Greek Primary Education. Based on the FRL theory of Bernard M. Bass and using the MLQ5X survey we tried to examine which leadership styles are being used from the principals of school units. The questionnaires were administered to teachers who evaluated the leadership styles of their principals. The Statistical program SPSS 20 was used for the extraction of results and for the factor analysis that we used to examine the structural validity and internal consistency of the MLQ5X based on our sample. The results showed the existence of two factors for our sample of 50 teachers. The first factor consists of all transformational Leadership components along with transactional practices. The second factor showed a more passive avoidant style from the principals. Thus, Transformational Leadership behaviors are applied sometimes to fairly often from principals in Greek Primary Education.

## Περίληψη

Σκοπός της παρούσας εργασίας ήταν η μελέτη της Μετασχηματιστικής Ηγεσίας στον χώρο της Ελληνικής Πρωτοβάθμιας Εκπαίδευσης. Έχοντας ως πρότυπο το μοντέλο FRL του Μπέρναρντ Μ. Μπας και με τη βοήθεια του εργαλείου MLQ5X προσπαθήσαμε να συμπεράνουμε ποια είναι τα ηγετικά στυλ που χρησιμοποιούν διευθυντές στα Ελληνικά Σχολεία. Για λόγους χρησιμότητας, τα ερωτηματολόγια δόθηκαν σε δασκάλους και δασκάλες της Πρωτοβάθμιας Εκπαίδευσης που αξιολόγησαν το ηγετικό στυλ των διευθυντών τους. Με τη χρήση του στατιστικού εργαλείου SPSS 20, πραγματοποιήθηκαν οι απαραίτητες μετρήσεις αποτελεσμάτων καθώς και διερευνητική παραγοντική ανάλυση με σκοπό να εξαχθούν ασφαλή συμπεράσματα όσον αφορά την αξιοπιστία και την συνοχή του ερωτηματολογίου στο πλαίσιο της Ελληνικής Πρωτοβάθμιας Εκπαίδευσης. Τα αποτελέσματα έδειξαν την ύπαρξη δύο παραγόντων που αντιστοιχούν σε δύο διαφορετικές κατηγορίες ηγετικών στυλ. Ένας από τους παράγοντες περιέχει και όλα τα συστατικά της Μετασχηματιστικής Ηγεσίας δείχνοντας ότι οι Διευθυντές χρησιμοποιούν πρακτικές της σε έναν μέτριο προς ικανοποιητικό βαθμό.

# **PART A - DEFINING AND EXPLORING TRANSFORMATIONAL LEADERSHIP**

## **1. Introduction**

### **1.1. Theoretical basis**

The research concerning the most appropriate and effective style in terms of Leadership has highly been debated through the years in the American and British Literature. How can managers in a school unit arouse the interest of their subordinates and how can they motivate them to perform beyond normal expectations, to encourage them to innovation and creativity and make them believe in their work and in themselves?

Many types of Leadership have been developed in the past century. If we can briefly summarize, we could tell that we have a) classic approaches, where leader and subordinate have a more transactional relationship, where strictness, supervision from the manager to the subordinate and a reward-punish system are key elements of the culture in the aforementioned organization and b) modern approaches, the so called "neo charismatic" theories of leadership where managers try to make subordinates willingly cooperate with them. (Saiti, Saitis, 2012: 259) This approach suggests that people have needs and desires and the managers' role is to look upon their needs if managers want to motivate and inspire them.

In this paper, we will try to analyze one Leadership style that has aroused and sparked the interest of many Leadership theorists and is called Transformational Leadership. Transformational Leadership was initially introduced by James V. Downton, the first to coin the term "Transformational Leadership", a concept further developed by Leadership expert James MacGregor Burns. (as cited by McDowelle, 2009) According to Burns, transformational Leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. (Burns, 1978: 18)

Bernard M. Bass (1985), extended the work of Burns developing his famous Transformational Leadership theory. The Components of Transformational Leadership is the basis for the research that we are about to conduct. There are 4

components to transformational leadership, (Bass & Riggio, 2006: 6) commonly referred to as the 4 I's:

- **Idealized Influence (II)**. Transformational leaders behave in ways that allow them to serve as role models for their followers.
- **Inspirational Motivation (IM)**. Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. For this component it is essential to see the most important motivational theories dating back from Taylor's mechanistic approach to Herzberg's Hygiene Factors. What motivates people to work is something crucial in order for the manager to ensure high standards for his school, company, etc. The role of vision is discussed and its power to motivate is highlighted.
- **Intellectual Stimulation (IS)**. Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. Which ways can the manager use to promote innovation and creativity in his school?
- **Individualized Consideration (IC)**. Transformational leaders pay special attention to each individual follower's needs for achievement and personal development by acting as a coach or mentor. For this component, We highlight the significant role of EQ (Emotional Intelligence) and how the personality traits of a leader play a crucial role for winning the hearts and minds of his subordinates. (Bass & Riggio, 2006: 5-7)

## **1.2. Motivation for this research**

Isn't it significant to have managers leaders and not simple managers that only issue orders and you have to obey them simply because of hierarchy? How many teachers are inspired by their principals? How many managers - leaders do we have currently in our schools in the academic year 2017-2018 in the public sector of the Greek Educational System regarding the primary education? Can we talk about transformational leadership in the Greek Educational System? These are only some of the questions that this dissertation will try to answer. With this dissertation, effort is being made to disseminate knowledge to managers who believe that something

greater such as Transformational Leadership cannot exist or be developed effectively in Greece.

A great manager is the one who will try to win the hearts and minds of the subordinates of its organization. The 4 I's of the Transformational Leadership are highly intriguing and if implications of this style of Leadership could be taught to future managers then not only could they transform themselves into leaders but also pass this capacity down to their followers. Thus, a bigger change in the schools could happen which could trigger greater changes in the Greek Educational System per se. Transformational Leadership is about changing with a clear vision. Can we find a higher vision independent of the political desires of the governments that rule?

The approach of transformational Leadership should be examined in the Greek Educational System using primary education as a case in point and this is the reason this thesis have been conducted.

### **1.3. Purpose of this research**

The main purpose of this research is to examine if Transformational Leadership is applied in the public primary Educational System by principals and most specifically in to what extent this happens and how the components of Transformational Leadership (the 4 I's) are visible and applied by the perspective of the teachers that have daily cooperation with the managers of the school organization in which they work. Research has shown that authentic transformational leadership has an impact in all cultures and organizations because transformational leaders have goals that transcend their own self-interests and work toward the common good of the followers. (Bass & Riggio, 2006: 16)

In Part A, we define basic terms like management, leadership, transformational leadership, leadership traits and behaviors that a leader should display to his followers, motivational theories and we explore briefly in more depth the characteristics of the four components of transformational leadership. In Part B, we measure the leadership styles that principals in the Greek Primary Education use using the MLQ5X which has been constructed by Bass and his colleagues. The methodology that has been used is factor analysis to examine the structural validity of

the MLQ5X in the Greek Educational system. We will discuss the results and examine how teachers perceive the leadership of their principals making also suggestions for future research.

## **2. Defining management and directing**

The question of what is management has troubled lot of researchers during the years. Many definitions have been given regarding the term management. Although consensus has not been reached, we can say that management generally is defined as a functioning process which encompasses specific actions such as: programming, organizing, decision making, directing, coordination and control. (Saitis, 2005: 30-31)

Another definition suggests that management is the process of accomplishing specific objectives within a constantly changing environment resulting to efficiency, effectiveness and justice and succeeding having the best results through other people with limited resources in use. (Saiti & Saitis, 2012: 26) Adjustment to changes, morality and team effort are key elements of this definition.

For this paper, we will take the definition of management as the art or the capacity of the manager to guide effectively human and material resources for the accomplishment of specific objectives. Otherwise we could say that management is the art or the capacity to achieve results through others and not by doing something by yourself. (Saiti & Saitis, 2005, 2012: 31, 26) In this notion, effective management occurs when managers successfully make their employees willingly cooperate with them for the success of the organization leading to the best possible results with the less possible costs.

The definition of management by Peter Drucker is summarized by 5 points which are the following:

- making people's strengths effective and their weaknesses irrelevant.
- Enhancing the ability of people to contribute.
- Integrating people in a common venture by thinking through, setting and exemplifying the organizational objectives, values and goals.
- Enabling the enterprise and its members to grow and develop through training, developing and teaching.
- Ensuring everyone knows what needs to be accomplished, what they can expect of you, and what is expected of them. (Drucker, 1977: 29)

Concluding, management is not just a set of behaviors that you apply everywhere in the same way. Rather, it is the ability to assess an environment and its people, and choose the right skills for the situation at hand. According to a Harvard study, 85% of managers get ahead based on their ability to deal with people, while only 15% do so based on technical competence. (Wellington, 2011: 31)

## **2.1. Management: art or science?**

It is known that if we want to accomplish a specific goal, it is wise to approach the problem by making a rational design of all the actions that we should take. That is called strategic planning or programming and it is sure crucial for the accomplishment of goals, from the least complex to the most complicated ones. We have all the resources for making such rational plans by the science of management. But we know also that the human factor cannot be measured exactly because of its variability and complexity. (Saiti & Saitis, 2012 & 2014: 27, 23-24) We can hypothesize for certain results based on human behaviors but we cannot be certain about the productivity or the effectiveness or the outcomes of these behaviors. Furthermore, the human behavior cannot be measured with certainty because of the aforementioned reasons we discussed earlier.

The result is that the successful accomplishment of a goal is dependent not only by the rational programming and its execution but foremost by the volitional cooperation of the human resources which the organization possess and can be secured by the managerial capacities and attributes of the manager regarding the human factor. As an example, knowing what motivates our human staff can make the manager employ specific practices that will give to the human staff the proper motivation and the extra effort to accomplish specific goals. (Saiti & Saitis, 2012: 27-28)

Concluding for this small chapter, management is both art and science. Science because it is supported by basic principles and uses scientific approaches and theories which are the base for science and art because it gives to those who exert management all freedom and initiative to make choices which are not based exactly to scientific measurements but also to use as an example, intuition, a term that cannot be scientifically measured and is being built by the experiences which the manager

possess. The art of management is actually to gain results by others making them willingly cooperate with you.

## **2.2. What makes management effective?**

There are certain elements that determine when management is effective or ineffective. These characteristics are the following: (Saiti & Saitis, 2012: 52-55)

**a) Emphasis to the function of organizing.** Rational span of control, equation of power and responsibility, distinction of authorities, unity of administration, staff stability and coordination of procedures. All these are duties that the manager should take on account more specifically in the programming stage if the manager wants to ensure the smooth and efficient course of actions.

**b) Effective Leadership.** Leadership is more efficient when is human - centered. According to Carl Rogers a human - centered management should follow the next principles:

- the principle of empathy.
- the principle of unconditional regard which means that independently from the actions of someone the most important is to respect him as a human being.
- the principle of congruence that means honesty and consistency among words and actions.
- The principle of communicability which means regard to the messages and opinions of the others with the establishment of authentic communication as a priority.

**c) Specific and tangible goals.** Goals that will make the employees work hard for them, motivate them, connect them with the vision of the organization. If the goals are not perceived by the employees as intriguing to accomplish or tangible then the results will be failure, lack of effort and disorganization.

**d) Strategic Planning.** Strategic planning offers to the organization the stability, direction and programming that is needed to accomplish the specific goals that have been defined.

e) **Team Spirit**. Without team spirit there is lack of cooperation which can bring disastrous consequences like disorientation on duties, mistakes, failure and negative efficiency. When a team shows bonding and mutual cooperation exists within its members then efficiency, productivity and the function of the organization will rise to higher levels of performance.

f) **Efficacy in Decision Making**. This happens when there are certain decision-making policies inside the organization.

g) **Objective Evaluation System**. An organization with an objective evaluation system wants to ensure to what extent the predefined goals have been accomplished or not. This evaluation system must be valid, objective and global for the whole organization.

### 2.3. Directing

Directing is the activation and guidance of the human staff in order to contribute effectively to the implementation of the specified targets which the organization has set. This paper focuses on the human factor in an organization and thus, directing, is the function of management which has a direct relationship with the control of the human factor. (Saiti & Saitis, 2012: 30-31) Directing refers to these actions by the managers:

a) **staff recruitment**, and more specifically finding the most appropriate employee for a specific part of a job.

b) **empowerment** that means that the manager can share some of the power that possesses with his followers because of his hierarchical position in the organization so that they can cope with specific issues that arise. Thus, all personnel have the chance to make decisions and take initiative. Finally, this works only when the manager has trust and applies open communication in the organization.

c) **systematical education** of the employees of the organization for the **development** and growth of their capacities and knowledge.

d) **motivation** of the personnel for the accomplishment of goals. The manager to motivate the staff can use techniques such as persuasion, give them initiative to make their own choices and idealized influence.

e) **supervision** with the sense of giving directions and oversight of the work in progress.

f) **communication** between managers and personnel and between the multiple levels of an organization. Bidirectional communication is a necessity for an effective organization and for the creation of a favorable climate in the team. The manager should learn to listen to his followers carefully and to do so he should:

- Care for the creation of a favorable climate.
- Listen all the story.
- Correspond to the emotions of the interlocutor.
- Submit questions with caution.
- Act in practice his interest for the interlocutor.
- Give his honest opinion and try to give in the end a solution to the problems that arise.

g) **coordination** of all tasks with particular attention to avoid omissions. Division of labor in an organization combined with inspection from the manager is critical for the success of the tasks. Also, with coordination the harmonization of all efforts, uninterrupted operation of the individual sectors of the organization and their mutual and beneficial collaboration is ensured.

h) **Conflict Handling**, an effective manager is the one that deals with internal problems of a team, learning to hear all the involved counterparts and finding a solution that serves at the greatest extent the goals of the organization and the happiness of the personnel that had the conflict. (Saiti & Saitis, 2012: 30-31)

Directing has a major difficulty which is beyond the big number of actions that this function encompass. This difficulty stands on the fact that the human factor cannot be measured, cannot be determined or affected to a specific direction with certainty or because there is a manager - follower hierarchical relationship in the organization, this does not mean that the follower will follow the directions of the manager to the point.

There are other factors which determine the actions of a human behavior like the motivation of the employee, the needs of the employee and the leadership style of the organization and thus an effective manager should know what really makes their personnel give the extra effort that every manager wants from the team.

#### **2.4. The basic principles of educational administration**

a) **Legality**. It is determined by the Constitution and the educational administration is obliged to act according to the current legal framework.

b) **Efficiency**. The school unit must have high efficiency. The manager of a school should act in a way that promotes not only creativity but also produces high efficiency and extra effort from its staff.

c) **Democratic Administration Style**. This means that the manager should use in action the participative leadership when it comes to decision making. A manager leader must not be absolute in his actions but should be distinguished for his flexibility and openness to new solutions by his staff.

d) **Direct Supervision**. When Supervision is done with emphasis in the personal contact and the genuine interest by the manager to the followers then the role of Supervision is becoming more substantial and the more efficient will be the performance of duties by the manager.

e) **Justice**. This points out to the actions of the manager that must be legal and objective. A moral leader is the best role model for the followers of the organization.

f) **Correct decision making**. A decision should be made with logic and not with rush actions. A combination of global study of the problem and a calm mental state is essential for an effective and right decision by the manager.

g) **Adaptation and flexibility**. As the external environment is changing so is the internal environment of the school system in our case. The manager must have the proper skills to adapt to these changes and show flexibility and openness to new ideas so he can deal with problems from different perspectives. A manager who cannot adapt to the changes is condemned to fail to the successful administration of his school.

### **3. What is Leadership?**

Leading is one of the most important functions of management. Many consider it the liveliest element in the management process. There is a big number of definitions regarding leadership. One of the most widely accepted is from Martin M. Chemers. For him leadership is a process by which one person influences the thoughts, attitudes and behaviors of others, a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. (Chemers, 1997: 18)

According to Koontz and O'Donnell, Leadership is the ability of a manager to induce subordinates (followers) to work with confidence and zeal (Saiti & Saitis, 2012: 260) Leadership is the ability to get other people to do something significantly that they might not otherwise do and energize people towards a goal.

Dimitris Bourantas defines leadership as a procedure of influencing the thoughts, emotions, beliefs and behaviors of a team of people from a certain person (the leader) with a way that the people are voluntarily and willingly with the proper cooperation from both sides give their best efforts to utilize their objectives that come from the mission of the team and their ambition for progress and a better future. (Bourantas, 2005: 197-198) Thus, influence and volunteering are basic components of this definition.

Pat Wellington defines leadership as "getting people moving and heading for a positive future with vision". This means influencing people, by providing motivation, direction and purpose, while operating to accomplish the mission and improve the organization. (Wellington, 2011: 1) Respectively, Daniel Goleman said about leadership that it is not dominance but on the contrary, it is the art of persuading people to work for a common cause. For Goleman, Emotional Intelligence, and the skills regarding it, are crucial for a leader's success. (Goleman, 1998: 216) The leader is the person that others are looking to for safety, security, verification and clarity when there is uncertainty or threats in the environment.

For Hollis L. Green, authentic leadership uses four essential elements which are: vision, courage, integrity and perseverance. He also believes that an additional

element should be included which is the knowledge of how individuals developed efficiently and eventually learn. (Green, 2013: 137)

Effective leadership was once viewed as being able to impose one's will on the group. Modern leadership theories try to develop mutual respect between the leader and the follower. An engaging leadership is the one which supports honesty, transparency, integrity, empathy and healthy relationships.

In conclusion, leadership is an energetic process in which one person, the leader, tries with influence, persuasion and his idealized behavior to make willingly and voluntarily his followers give their best for the completion of the organizational goals. The leader has certain traits and abilities and is named leader not because of his hierarchical position but because of the great qualities that shows to his followers. The leader leads by example and is passionate, ethical and just.

### **3.1. Leadership vs. management**

Leadership is often distinguished from management. Based in the literature, management deals more with its functions (planning, organizing, directing, controlling and coordinating resources) that lead to achieving the specific goals of the organization. Management does not give priority in the building of relationships with people inside the organization.

Leadership on the other hand involves the human factor energetically in the process with emphasis given in the building of a real relationship between leader and follower. Leadership is active, it is directing change and it is interpersonal. True leaders inspire, have vision, set directions, enable people develop and extend their capabilities, inspire loyalty and respect. (Shelton, 2012: 29) Followers choose to give their talents and commitment to the leader. Leadership is at the same time an innate attribute and something that can be learned and developed by teaching and practice in the field.

Leadership is the key to breaking away from the more traditional, less flexible styles of management. Not everyone in an organization is a leader. For example, those who have power because of the position that they possess in the hierarchical structure which is called positional influence are not considered leaders unless they also have

personal influence which is the ability to influence others to follow them voluntarily toward stated objectives. To call individuals who simply hold a position a leader is to discredit the people who actually influence a group to accomplish the tasks assigned to them. Thus a manager uses more positional or legitimate power while a leader uses personal or referent power to win his followers.

Wellington makes his own distinction between management and leadership. Management is operational (present oriented) while leadership is evolutionary (future oriented). Management activities tend to be task-oriented and include things like day-to-day planning, budgeting, problem solving, administration and control while Leadership activities have more far-reaching future consequences. The manager's role is to manage change today. The leader's role is to manage change impacting future. (Wellington, 2011: 19-20)

Finally, in an article at the Harvard Business Review, Abraham Zaleznik cited his views regarding the management leadership discussion. Very briefly we highlight the most important differences: (Zaleznik, 1992, Bourantas, 2005: 202)

- Managers are more passive and impersonal towards organizational goals. Leaders are more active instead of reactive and shape their own ideas towards goals.
- Managers make decisions, negotiate and bargain with followers and offer rewards and punishments as forms of coercion. Leaders use influence and make followers active in the decision process. Also, leaders generate excitement.
- Managers are more strategy-oriented while leaders give very significant role in the terms of vision and imagination.
- Managers seek order and control and want the disposal of problems that arise before they understand their potential significance. Leaders tolerate chaos and lack of structure and are prepared to keep answers in suspense, avoiding fast closure on important issues.
- Managers relate to the people according to the role they play in the organizational events and in the decision-making process. Leaders relate with followers in more intuitive and empathetic ways and form emotional connections.

Putting this discussion in the school context, we can say that a principal in a school unit should certainly use all the management functions in his exercise of duties. From programming his daily basis to coordinating and organizing effectively all the factors (material and human). But the most important for a principal which we will analyze in other chapters is how to be a leader and not only a manager. The principal in a school unit can use many ways to make his staff put the extra effort. The principal can win the hearts and minds of the staff. Thus, the principal in a Greek primary school can be a leader and not only a manager, a state employee for the Greek public system. Thus, a change or a transformation is needed in the Greek Educational System if things are to change drastically and for the better.

### **3.2. Leadership styles**

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. It is the result of the philosophy, personality, and experience of the leader. (Wellington, 2011: 10) Based on the bibliography, we present some of the major leadership styles: (Wellington, 2011: 10-13, Saiti & Saitis, 2012: 264-265)

**1. Authoritarian (autocratic) style:** This is used when managers tell their team members what they want done and how they want it done, without getting input and views from team members. Managers are highly autocratic. This style is more instruction-oriented towards members. The manager uses rewards and punishment as means of motivation. This is an approach that reminds Frederick Taylor's view of management.

**2. Participative (democratic) style:** This style involves the leader including one or more team members in the decision-making process, however the leader has the final decision-making authority. When a leader uses this style, he shows respect and trust to his followers something normal because a leader does not possess full expertise and knowledge in all scientific areas. The leader eventually can make better decisions when he has the full support of his followers.

**3. Delegative (Laissez-faire) style:** Team members have full freedom and make the decisions, however the leader is still responsible to the upper levels of command for

the outcomes. This style is only efficient when team members have the tools and expertise to do what needs to be done. This is not a style to use so that you can blame others for a failure but rather is a style to be used when you fully trust and have confidence in your team. One of the negative aspects of this leadership style is the passiveness that the leader illustrates and the fact that the leader may be absent when he is mostly needed by his followers.

**4. Paternalistic style:** In this style the leader hears employees over issues and listens to their feedback or opinions. The leader is a 'father figure' and is very interested in how happy team members feel. The leader still makes final decisions, as leaders believe that team members still need direction. The negative aspect of this style is that it focuses too much on the human factor and this may lead to the unsuccessful completion of the organization's goals.

In the following chapters we analyze more analytically another two leadership styles. Transactional and transformational leadership with the latter being the fundamental style and one of the reasons for the writing of this paper.

#### **4. Transformational Leadership and Transactional Leadership**

Transformational leadership is a style of leadership where a leader works with followers to identify needed change, to create a vision to guide the change through inspiration, and execute the change with the voluntary help of committed members of a group. This kind of leadership enhances morale, motivation and the job-performance of followers. This is done successfully by connecting the followers' sense of identity and self to a project and to the collective identity of the organization, by being a role model for followers in order to inspire them and influence them towards a specific action and by understanding the strengths and weaknesses of followers with purpose of leading them to growth and further development of their abilities and powers in order to enhance their performance.

The basic ingredient that Transformational Leadership carries and tries to accomplish by exercising it is change. Transformational leadership has in its core the changing effect that can cause alterations in many parts of an organization. The success of Transformational Leadership is determined by the leader's personality, traits and ability to make a change through example, projecting to followers an energizing vision and challenging goals. Transformational leaders know how to use human assets and how to motivate and direct them. (Shelton, 2012: 1, Bass, 2006: 3)

Green points out that "Transformational Leadership was designed to develop the capability to innovate in an organization and to build capacity to revise purpose or mission statements in an effort to support positive change in the teaching/learning environment. The focus is on a shared vision and constructive change. Transformational leadership seeks to build commitment to objectives and to empower others regardless of their level in the organization to work toward reaching institutional, group, and individual objectives". (Green, 2013: 41)

Transformational Leadership builds partnership which aims on reaching a higher level of motivation, trust, engagement and empowerment. Research suggests that over 88% of all leaders are transactional leaders while less than 12% are true transformational. (Shelton, 2012: 1, 3-6) Transformational leaders promote flexibility, creativity and independent thinking and try to strengthen the organization's hierarchal structure and programs by trying to achieve change from the inside building new policies, expanding programs that have prospect while collapsing structures who are

not efficient anymore. Another unique aspect of Transformational Leadership is the emphasis of moral responsibility to others, which is closely aligned with integrity.

Transformational leadership effectively crosses cultural barriers. Behaviors such as giving, kindness, concern for others, gratitude, individual consideration and constructive communication are effective in all cultures. (Shelton, 2012: 184)

On the other hand, Transactional leadership gives emphasis to the transaction or exchange that takes place among leaders and followers. This transaction is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. The leader provides rewards such as promotions or increase in payment and in exchange acquires loyalty and productivity by his followers. That is the basis of transactional leadership. Transactional leadership thus places emphasis on a rigid structure of rules that when are violated then punishment or corrective actions take place by the leader.

Contra wise, Transformational leadership raises leadership to a higher level. Transformational leadership involves inspiring followers to commit themselves to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership via coaching, mentoring, and provision of both challenge and support. Transformational leaders lead in such a way, as to anticipate responses of followers, and followers and leaders may exchange places. (Bass & Riggio, 2006: 4)

For transactional leadership the emphasis is given to the system that exists in an organization, in our case, the school system, and the principals tries to follow the norm of the system, the directions that he has from the ministry of Education successfully completing the predefined objectives with the help of the teachers who are indebted to follow suit in what the principals tell them to do. It is evident that transactional leaders/principals follow the status quo with their main focus to be the smooth operation of their obligations to the upper level of command and react to problems when these occur rather than being proactive. Transactional Leadership centralizes power and control at the top of the hierarchy. Transactional methods do not push or delegate responsibilities, power and influence to the workers.

Reaching a conclusion, the difference between transformational and transactional leadership is in at the difference between the methods that these styles of leadership use for motivating their followers. Transactional leaders use the organizational structure and procedures as tools for motivation and use the system of rewards or the fear of punishment as prime motivators for the behavior of the followers while transformational leaders try to get inside the hearts and minds of their followers and establish a mutual connection which can lead to higher expectancy of productivity. Thus, transformational leadership is based on the relationship between the leader and the follower putting worth on the interests of the individual.

If principals in the Greek Educational System want to win the teachers that work in their school unit, they should try to use practices of transformational leadership in a higher rate. Research by Sparks, Schenck, Hoyt, Blascovich, Sosik, Avolio, Leithwood, Ingram, has shown the beneficial effects that transformational leadership can have in many organizational contexts with education as an example. (Bass & Avolio, 2006: 50-56, Ingram: 1994, Leithwood: 1990,1999)

#### **4.1. The origins of Transformational Leadership**

The concept of transformational leadership was first introduced in 1973 by sociologist James V. Downton, the first to coin the term "Transformational Leadership" in his book *Rebel Leadership: Commitment and Charisma in the Revolutionary Process* in which he tried to form a categorization of leaders based on certain characteristics. (McDowelle: 2009)

James Macgregor Burns further developed the conceptualization of Downton's work in his famous book "Leadership" that was published in 1978 and consolidated the term Transforming Leadership which we now know as Transformational. Burns saw leadership as distinct from mere power-holding and identified two basic types of leadership which he defined as: transactional and transforming. Transactional leaders are those who lead through social exchange. A transactional manager in an organization offers financial rewards in exchange for effort and productivity. On the other hand, he can deny financial benefits if there is lack of productivity. This bargain between the two sides does not create a strong relationship, the bargainers have no

enduring purpose that holds them together so leader and follower are not united in a mutual and continuing pursuit of a higher purpose. (Burns, 1978: 19-20)

Contrast to the prior, there are the transformational leaders who inspire and stimulate their followers to not only achieve extraordinary results but develop also their own leadership capacity on the way. Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives of the individual followers, the leader, the group, and the organization. Thus, for Burns, leaders and followers raise one another to higher levels of motivation and morality. Leaders and followers also have a common purpose. Burns characterized transforming leadership as elevating, mobilizing, inspiring and uplifting. (Burns, 1978: 20)

He believed that transforming leadership is more efficacious and drastic. More specifically: "The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders". (Burns, 1978 - 4) A very important aspect of transforming leadership is its transcendence in the sense that the leaders throw themselves into a relationship with followers who feel "elevated" by it and thereby becoming more active and in this way developing their skills. It is the leader who creates the links that allow this type of connection and exchange to take place.

Burns thus believed that leadership is not practiced by ordering subordinates and waiting for them to obey, a classic approach of leadership in the early 90's but believed that the leader should try to understand the followers adding a psychological context in leadership. As he added, we must see power and leadership as not things but as relationships. (Burns, 1978: 11) Furthermore, Burns tried to add to leadership a moral tone, a leadership that tries to accomplish not only the satisfaction of the authentic needs of its followers but to produce also social change. Leaders like Martin Luther King and Mahatma Gandhi are prime examples of transformational leaders who tried to bring social change winning the hearts and minds of their followers.

## 4.2. Bernard M. Bass' Transformational Leadership theory

Bernard M. Bass extended in 1985 the previous work of Burns by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming". Bernard M. Bass explained how transformational leadership could be measured and made efforts on developing a method which could measure effectively a leader's transformational and transactional aspects. Bass also explained how transformational leadership impacts follower motivation and performance. The transformational leader firstly influences his followers and the followers feel trust, admiration, respect and loyalty for the leader and because of the qualities that the leader shows followers are willing to work harder than originally expected.

Extra effort occurs from the followers when they do not work only for self-gain but are inspired by the mission and vision that the leader has articulated to them and successfully the leader builds a collective identity. The leader transforms and motivates followers through the 4 I's of Transformational Leadership for which we will talk in next chapters. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

According to Bass, transformational leaders: (Bass, 1999)

- Emphasize to intrinsic motivation and positive development of followers.
- Raise awareness of moral standards and foster higher moral maturity in followers.
- Highlight important priorities.
- Create an ethical climate.
- Encourage followers to look beyond self-interests to the common good.
- Promote cooperation and harmony.
- Use authentic, consistent means and persuasive appeals based on reason.
- Provide individual coaching and mentoring for followers.
- Appeal to the ideals of followers.
- Allow freedom of choice for followers

### 4.3. The components of Transformational Leadership

There are four components to transformational leadership, commonly referred to as the 4 I's. These are:

**A) Idealized Influence (II).** Transformational leaders have followers who view them in an idealized way, and as such, wield much influence and power over their followers. Transformational leaders serve as role models and thus are admired, trusted and respected. Followers identify with their leaders and their mission and want to emulate them. They develop strong feelings about such leaders and conceive them to have extraordinary capabilities, persistence and determination. (Bass, 2006: 6) Transformational leaders arouse others with whom they work with a vision of what can be accomplished. Transformational leaders who empower their followers develop them to have higher level of autonomy and performance. Finally, these leaders can be counted on to do the right thing, demonstrating high standards of moral conduct.

In The Multifactor Leadership Questionnaire (MLQ), there are two aspects of Idealized Influence, the leader's behaviors and the elements that are attributed to the leader by followers and other associates. Thus, Idealized Influence is measured by separate subfactors in the MLQ which are Idealized Attributes (IA) and Idealized Behaviors (IB). These two together form the Idealized Influence component.

**B) Inspirational Motivation (IM).** Transformational leaders behave in ways that inspire and motivate those around them by providing meaning and challenge to their followers' work. (Bass, 2006: 6) These leaders articulate shared goals and mutual understanding of what is right and important. They display enthusiasm and optimism to their followers and they provide vision where followers get involved in shaping it. They create clearly communicated expectations about what followers need to do and demonstrate commitment to goals and the shared vision. A compelling vision makes followers put extra effort to materialize it.

**C) Intellectual Stimulation (IS).** Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and thinking about old problems in new ways. (Bass, 2006: 7) Creativity is

encouraged and promoted. Criticism is being given with a manner that has a positive effect to the followers. Followers also are encouraged to question their own beliefs, assumptions and values. Followers are included in the problem solving and try to find new innovative approaches without criticism by the leader. An intellectually stimulating leader arouses the imagination of the follower and makes him recognize his inner strength regarding creativity and innovation. Finally, the status quo is questioned through intellectual stimulation.

**D) Individualized Consideration (IC).** It means understanding and sharing others' concerns and developmental needs and treating each individual uniquely. Individual differences in terms of needs and desires are recognized. (Bass, 2006: 7) Leaders act as coach or mentor to followers but not only to satisfy and recognize their current needs, but also to expand and elevate those needs to develop full potential. Techniques like "two - way exchange in communication and management by walking around" are practiced in a greater extent. Interactions with followers are personalized, for example the leader is aware of individual concerns and sees the individual as a person and not only as an employee. Lastly, the individually considerate leader listens effectively and delegates tasks as a means of developing followers.

#### **4.4. The full range of Leadership model**

For this paper, we use the FRL model as the basis to measure Transformational Leadership along with the other styles of leadership which principals of Primary Education in Greece apply and specifically in what extent. The FRL model includes the following components which we categorize from the most passive and ineffective leadership style to the most active and effective leadership style.

**1) Laissez-Faire Leadership (LF).** Laissez-Faire Leadership is the absence or avoidance of leadership. It is the most inactive style of leadership. Necessary decisions are not made and the leader tries to delay actions. Responsibilities are also ignored while authority remains unused. (Bass, 2006: 9)

**2) Management-by-Exception Passive (MBE-P).** Management-by-Exception Passive has a corrective transaction quality in which the leader waits passively for

deviances, errors and mistakes to occur and then taking corrective action. Passive leaders avoid to provide goals and standards to be achieved by followers. The fact that the leader waits for things to go wrong before taking action can have a negative effect on desired outcomes - opposite to what is intended by the leader.

**3) Management-by-Exception Active (MBE-A).** In active MBE, the leader arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments and to take corrective action when necessary. The leader also specifies what is an ineffective performance to the followers and may use punishment as corrective measure. (Bass, 2006: 8)

**4) Contingent Reward (CR).** This constructive transaction has been found to be reasonably effective in motivating others to achieve higher levels of development and performance. (Bass, 2006: 8) Contingent reward leadership has the transactional leadership characteristics. The leader assigns or obtains follower agreement on what needs to be done with promised or actual rewards offered in exchange for effectively carrying out the assignment. Contingent reward may have a transformational aspect in little rate when the reward is psychological, such as praise. On the other hand, contingent reward is transactional when the reward is a material one, such as a bonus. The Leader in Contingent reward defines expectations, discusses in specific terms who is responsible for achieving performance targets and expresses satisfaction when others meet expectations.

**5) 4 I's of Transformational Leadership (4 I's).** In the previous chapter we analyzed the 4 I's of Transformational Leadership. In the hierarchy of the FRL the components of Transformational Leadership are at the top which means that Transformational Leadership is the most effective leadership style. At the bottom of the hierarchy is the laissez-faire leadership which is the most ineffective style of Leadership.

It is crucial for the FRL model to know that every leader displays and applies each style of leadership on some amount. In other words, a principal in the Greek Educational System could use in a smaller extent Contingent reward and in a higher extent some of the components of Transformational Leadership. The FRL shows us more clearly in which side of the scale the leader is. Is the leader more passive - avoidant? Is the leader more transactional or is the leader more transformational? These type of questions are simply the basis on the basic research question of this

paper concerning the styles of leadership that are currently used in the Greek Primary Education and further analysis will happen in part B.

#### **4.5. John P. Kotter's 8-step process for leading change**

John P. Kotter offers a useful model as a guideline for management of change and organizational changes. We briefly highlight these eight steps because transformational leadership focuses in change and this model played a significant role for change managers: (Kotter: 1995, Bourantas, 2005: 183-184)

- 1. Establish a sense of urgency.** Show clearly which is the present situation in the organization, communicate and focus on major opportunities for change.
- 2. Create a guiding team to enable change.** Ensure that those in the team have sufficient authority, energy, drive and skill sets to move things forward.
- 3. Develop a vision and strategy for change.** Focus on the results you want to achieve with regard to service and efficiency. Excite people by connecting the vision to their values.
- 4. Communicate the vision and change.** Involve people at every level in the organization, by using simple and clear communication, and making them realize the need for change.
- 5. Enable/empower action.** Encourage creativity, risk taking and delegate responsibilities.
- 6. Go for short-term wins.** Create a manageable number of initiatives, broken down into simpler objectives and goals in order to recognize results.
- 7. Don't let up.** Have visible monitoring and progress reports to benchmark standards and keep staff motivated.
- 8. Ensure changes stick.** Reinforce the new behaviors, ingrain deeply the new changes and show how they relate to organizational success.

#### **4.6. The effects of Transformational Leadership**

The application of Transformational Leadership has shown, based on research, that has positive effects in various types of organizations. These six behaviors by the leader are associated with Transformational Leadership and contribute to organizational effectiveness: (Shelton, 2012: 8)

- Inspiring others with a shared vision for the future.
- Leading by example.
- Encouraging employees to work as teams.
- Setting high standards.
- Respecting the individual differences and needs.
- Is intellectually challenging.

When these behaviors can be applied with consistency, the followers recognize that their interests are important and so is their contribute to the organization. Distributing knowledge allows the organization to harness the collective creativity, skills and talents of the workforce, to empower them and once followers are empowered, they understand the vision, they enhance the actions to insure that these are carried out.

Researchers have also linked Transformational Leadership with team building effectiveness and group performance. Building teams can help in improving morale and bringing collective knowledge into the problem solving process. (Shelton, 2012: 9)

Other findings illustrate that each of the components of Transformational Leadership build follower commitment, satisfaction, trust, empathy. Moreover, Transformational Leadership positively affects performance, leads to higher morale and greater work innovation and also reduces employees' feelings of stress. Furthermore, Transformational Leadership has been associated with producing change in groups and developing capacities of leaders, empowerment and mentoring. (Bass & Avolio, 2006: 34-56)

## 5. Transformational Leadership in school context

The term transformational leadership appears in education in the late 1980's. In 1990's the term was used to signify an appropriate style of leadership for schools taking up the challenges of restructuring with the type of decentralization and site-based management. These years transform was highly connected with change but without emphasis on the practices that were used. (Davies, 2009: 37-38)

The term of transformational leadership through multiple studies and research has changed from the term that we used earlier. Transformational leadership now emphasizes in emotions, values, in the aim of fostering capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues.

A pioneer in studies regarding transformational Leadership in Education is Kenneth Leithwood. The model by Leithwood describes three broad clusters of leadership practices, each of which has more sub-categories. These practices are: (Yu, Lethwood, Jantzi, 2002)

1. **Setting directions** by articulating a vision, fostering the acceptance of group goals and creating high-performance expectations.

- Identifying and articulating a vision: practices that aim at identifying new opportunities for the school and inspiring others with a vision for the future. Compelling visions lead to unconditional commitment and provide basis for continual professional development.
- Fostering the acceptance of group goals: practices that aim in cooperation and working together toward common goals.

2. **Developing people** which involves high-quality interpersonal relationships.

- Creating high performance expectations: behaviors that demonstrate leaders' expectations for quality and high performance on the part of teachers.
- Providing individualized support: showing respect and concern about the personal feelings of teachers in a school unit.
- Offering intellectual stimulation: challenges teachers to reexamine assumptions about their work and find other ways for producing results based

on leader's feedback. The stimulation should draw teachers' attention to understand the challenging nature of school change goals.

- Providing an appropriate model: the leader sets the example for followers while at the same time enhances teachers' self-efficacy.

**3. Redesigning the organization** which is reorganizing organizational learning and the building of professional learning communities.

- Strengthening school culture: behavior from the leader aimed at developing shared norms, values and beliefs among teachers and promoting mutual care and trust among staff.
- Building collaborative structures: using empowerment and making teachers participate in decision making. Involvement by teachers is crucial for them as they are able to shape the context for change to meet their own needs and also the needs of the school. (Leithwood & Jantzi: 1999)

### **5.1. The Transformational principal**

In this chapter, we will try to mention which are the best transformational practices regarding transformational leadership that a principal in a school unit can demonstrate based on the literature that exists. A transformational principal should:

- involve at the beginning of the year the whole staff in the conversation regarding the school goals, beliefs and visions.
- have high expectations from teachers and tell them that you want them to be the best teachers they possibly can be. Try to make them give 100% of their effort but as a leader be there for them when they need you.
- delegate authority when it is appropriate to teachers and let them help you with administrative duties and governance functions when they can effectively do it. Share responsibilities and be a mentor for teachers.
- Give space to teachers to experiment with new ideas. Propose questions for them to think about. Help teachers check out assumptions, place individual problems in the larger perspective of the whole school.

- Visit the classrooms of teachers every day and see how educational process is going. Encourage teachers to tell you in a daily basis what went well or what went wrong regarding teaching or class management.
- Give honest feedback to teachers. Recognize publicly the work of staff who have contributed to school improvement.
- Get teachers to share their talents with one another. Every teacher has a talent that can help improve the school unit.
- Question in weekly basis about the happiness and satisfaction of the teachers in your school unit.
- Question the wants and needs of teachers. Try to find what motivates them by having an energetic dialogue with them. Use active listening, empathy and individualized consideration to show that you truly care about them.
- let teachers know that they are responsible for all the kids in the school environment and not only those of their class.

## 5.2. Personal traits and behaviors of the Transformational Leader

Character is a person's moral and ethical qualities that helps determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or the consequences. (Sheldon, 2012: 141) Transformational leaders try to do what is right and just and for that reason they embody the values that they represent. There is a direct connection between the leader's character and his actions. Character is essential to successful leadership and helps determine right from wrong and choose what is right. Based on the literature for transformational leadership, we will analyze which are the leadership qualities that make a leader transformational.

**Table 1.** Leadership traits

Sensitivity	Self-Confidence
High Adaptability	Honesty
Courage	Integrity
Self-restraint	Judicial

Calmness	Resilience
Charisma	Emotional Maturity
High Emotional Intelligence	Empathy
Kindness	Discipline
Patience	Perseverance
Decisiveness	Foresight
Extraversion	Openness to Experience
Agreeableness	Conscientiousness

Traits are inborn abilities that a human possesses. In previous years, there was the belief in the research community that a leader is born with specific traits. Thus, based on the traits that he had acquired from birth, he could be a leader or not. This is commonly known in psychology as the traits theory. This theory which supports that leaders are born and not made has lost its power these years.

Research has shown that a leader can be born and also can be made. All humans have specific leadership traits but do not all people have chances to develop these traits. Through practice, proper teaching, experience from the work environment, mentoring from a superior and personal effort, these traits that we possess can be further developed and qualities of leadership can be highlighted to all of us. (Bourantas, 2005: 247-249)

Concluding a real leader shows by his actions that he is a leader. Thus, leadership is action and although many may possess these traits, those that exercise these traits in practice and actively may call themselves real leaders. These traits could be proved very useful for principals in Greece and I firmly believe that a development of a model or program that could show to principals these traits and the behaviors of a transformational leader and also the implementation of these practices in the daily routine of the principal could have beneficial effects in the school environment and in the commitment, job performance and satisfaction of teachers.

## Behaviors

- helpful with others and sensitive about their needs showing genuine concern
- motivates others with emphasis given to intrinsic motivation
- inspires others effectively and builds trust and gets trust from his team
- leads to a change which is beneficial for the followers and the organization
- gives courage to others when this is needed
- empowers his followers with giving them freedom of choice in the workplace, sharing responsibilities
- makes a connection with followers and forms a mutual relationship with beneficial results for each other
- leads the way and sets the example and is a role model for his followers
- leads actively, is visible and available to others (walks around in the work environment talking with his followers, asking them how things proceed)
- promotes creativity, innovation and independent thinking
- creates a positive organizational climate and an open social network among the staff of the organization where open communication and exchange of ideas is encouraged
- listens carefully his followers and provides feedback without criticizing
- does not deceive neither manipulates others instead he promotes moral and ethical ideals
- desires to improve others and develops their skills by coaching and mentoring, sees the possible future in their followers and targets to their growth
- holds the followers accountable for their personal development
- does not seek control of others but instead seeks to enable others to rise and surpass him
- sets and communicates high standards putting challenging assignments to his followers
- enhances the self-worth of his followers
- chooses to be not offended when an insult has been made towards him. He follows the words "act not react"
- has the inner drive and the motivation to keep going despite the setbacks that may arise

## **6. Idealized influence**

The transformational leader serves as an ideal role model for followers and "walks the talk", with that meaning that his actions are interconnected with his words. For this type of behavior, the transformational leader is admired by his followers. To be a role model is to be the example to your followers. To show them what ideal is for the job and how your behavior can bring beneficial results in the organization. Furthermore, when a leader uses idealized influence, he succeeds on making his followers imitate him and thus shows to them which is the appropriate behavior and standards that they should follow to be more effective in their duties.

Influence is the ability to bring about change and produce results. Regarding influence, Green points out that: "to utilize personal influence from a positional role such as, principal, personal action must be turned to the affective domain and all actions to be based on that understanding. The chief requirement of educational leadership is the ability to influence others to follow one voluntarily toward stated goals." (Green, 2013: 136) To influence means for the transformational leader to make his followers see what he sees. That requires igniting the audience's imagination.

The transformational leader is a person who steps ahead of others to guide them or to show them how something is done. Leaders not only tell others what to do and how to do it but they also show practically to them what needs to be done. When followers in an organization see their leader pursue the truth when conflicts arise and shows trust and respect to them, then the followers will begin to imitate their leader. Thus, the leader sets the example with his idealized attributes and behavior and the followers tend to do the same thing lifting in greater heights the entire organization.

### **6.1. Speak like a Leader**

As we have seen, Idealized Influence or Charisma is used by transformational leaders to wield more power and influence from his followers. For Christopher Witt charisma is easy to spot but hard to define. For him Charisma is an innate set of personal attributes that give a person a distinctive charge, a magnetism, a form of

interpersonal power that energizes audiences and influences them viscerally. (Witt, 2009:

A leader should have a commanding presence. He has this presence when he is interested deeply in the things he says to his followers and when he is not afraid of criticism. If a leader connects with his passion and with his followers and let them know that the things he wants are beneficial for them, then he will ultimately win the hearts and minds of his followers.

One of the most important duties of a leader is giving speeches. The way a leader speaks in front of his audience illustrates characteristics of his own personality. A leader must look and sound like a leader in every speech he gives and must let his passion show. Leaders speak in many occasions and for many reasons such as: (Witt, 2009: 17-22)

- to make a difference and to give an extra incentive to our followers when words can have the greatest impact.
- to show to their followers that something is serious and immediate action must be taken.
- to enhance leader's persuasiveness.
- to communicate his knowledge to his subordinates.
- to influence and inspire his followers. When a leader speaks he should illustrate to others that he shows practically his presence inside the room, that he tries to convince others, that he shows passion, humor, ability to reach out and touch the audience combining a masterful delivery with a memorable message.
- to promote a vision, a direction or a passion.

From the aforementioned, we can say that a real leader can use speech as a masterful tool if he wants to influence, inspire and win the hearts and minds of his followers. But also, he should be sure not to use his words without limit because in this way his words may not make the impact that the leader wanted to. A leader who speaks too often may become repetitious. If that happens, you may lose your audience's interest and respect. The transformational leader speaks for specific

reasons and one of the reasons is to build identity inside the team and connect the individuals together.

Moreover, a leader should speak when a noteworthy event has occurred or when a very specific and special target must be accomplished. Mutual attention, respect and affection are three key elements that a speech should possess to be more likely effective. Finally the leader should combine a compelling message with a masterful delivery if he wants to make a great impact with his words.

The leader also should know that a speech is about what the audience hears, understands, feels, needs and takes away it. The content of a leader's speech is very important. A transformational leader wants people to pay attention to his message, to remember it and be changed by it. A leader should make every word count. (Witt, 2009: 66-67, 101) Moreover, a leader must be clear about what he wants from his followers and why they should care about it.

In conclusion, Witt mentions some rules and principles about speaking which are the following: (Witt, 2009: 193)

- Know what you want to accomplish
- Be prepared
- Build rapport with your audience
- Appeal to your listeners' emotions and intellect, to their imaginations and values
- Speak briefly and to the point
- Know that who you are speaks as loudly as what you say

## **6.2. Hearing is not listening**

Many people confuse hearing with listening. In fact, hearing and listening are not the same especially when these terms get in the leadership realm. Inside the listening process there is the action. This means that the listeners hear energetically and listen in order to make an action and not just hear the words that come from the interlocutor in a passive way.

Transformational leaders need to listen and feel what is being said and for that, they must learn to become good listeners. When leaders show disinterest on the things that the followers say, then the followers also will be disinterested about their leader and eventually about their job performance. Thus, leaders should create an atmosphere of understanding and acceptance that makes people comfortable. Leaders should listen patiently their followers and take the time to not only listen but understand their needs, thus demonstrating true concern.

A principal in a school unit who lets teachers reach him when they need him, opens the door of his office without strict rules about appointments and is visible in the school while talking and listening his colleagues, can surely be more effective in his duties.

Active listening means to not only hear what is being said but continuing asking questions, paraphrasing what you heard so there are no queries from both sides and trying to find from the dialogue the reasons and the roots of the problem. Active listening encompasses actions and emotions and empathy to fully understand the perspective of the other person. (Goleman, 2011: 208) If something from the previous said is missing then we talk about the function of hearing. Closing this chapter, active listening is surely important in school leadership and thus principals should try to enhance this ability.

## **7. Inspirational motivation**

"The essence of leadership in any polity is the recognition of real need, the realigning of values, the reorganization of institutions where necessary and the governance of change. The leader's fundamental act is to induce people to be aware or conscious of what they feel - to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action." (Burns, 1978: 43-44)

The previous paragraph shows how essential is for the leaders to acknowledge that their followers have demands, values, goals and above all specific motives that shape their actions. An efficient leader recognizes the arrays of motives and goals in potential followers, appeals to those motives intellectually and practically in order to strengthen those motives and goals and increase the power of leadership that applies.

To motivate means that you provide a person with a motive or incentive to do something. The best motivation is when leaders through word and example win the hearts and minds of followers and succeed to infuse some of their own ideas and spirit to them. Very often, followers do not need more instruction, but more inspiration to succeed.

As followers are diverse individuals with different needs and objectives and with the notion that there is not a universal motivator for all, then it is up to the leader's capabilities to connect with his followers and understand what motivates them to put extra effort in their job, what satisfies them and find the different reasons on why followers behave in a specific way. Thus, transformational leaders understand the inner motivations of the followers and then seek to satisfy those needs.

Research suggests that 90% of leaders lack the ability to fully motivate, inspire, and gain the commitment and respect of those who follow them. (Sheldon, 2012: 24) A leader who depends on fear, reward systems, regulations, policy position and the power of disciplinary action to motivate and carry out assignments, simply does not understand what motivation is and will ultimately fail in motivating effectively his followers.

## 7.1. What Is motivation?

Motivation comes from the verb motive, which derives from the Latin verb *movere*, to move. Simply, a motive is simply something that moves you to action. (Adair, 1996: 3) Something inside you is activated and is driving you forward to certain actions. It may be a need, emotion or desire that leads you to act in a specific way. Motive is an inner need or desire - conscious, semiconscious or perhaps unconscious - which operates on your will and leads to action. Motivate is to cause someone to act in a particular way. (Adair, 1996: 10)

Motivation is inspiring others to work, individually or in groups. It means getting others to go the "extra mile" when undertaking a task or assignment. Motivating others means understanding: (Wellington, 2011: 52)

- What is important to them (**Values**)
- What they want to accomplish (**Goals**)
- What will help them to achieve what they want? (**Beliefs and Skills**)

There are two types of motivators, the intrinsic motivators and the extrinsic motivators. Intrinsic motivators are when individuals are motivated by intrinsic factors (personal growth or development, working for a common purpose, values, being part of a larger purpose, etc.). Intrinsic motivation is generated by the work we do, the pleasure a person gets from working on a task or the sense of satisfaction in completing it. Intrinsically motivated individuals work on a task because it is enjoyable and also because they love the challenge that it offers. For them, external rewards like money or bonuses are not enough to keep them motivated.

On the other hand, extrinsic motivators relate to organizational rewards or any motivation that comes from outside the individual. Such rewards provide satisfaction and pleasure that the task itself may not provide but do not have the same motivational power that intrinsic motivators possess. Extrinsic rewards can be a raise in salary, an economic bonus or a promotion.

## **7.2. Motivation theories**

Motivation Theories have evolved through the years. Behavioral Psychology on one hand considered the human behavior to be reflexive and instinctive, governed by a more simplistic approach of "stimulus - response". On the other hand, cognitive psychology points out that individuals are rational, their behavior is incited by intrinsic or external factors, they choose goals and are capable of modifying or altering their behavior. In the next chapters, we briefly explore the most important motivational theories. (Adair, 1996: 14)

The reason we do this is because principals need to understand firstly that their followers/teachers have specific and different needs that determine their actions and their performance in the work environment and for this reason principals should try to realize what are the needs of their followers and why they really working in a school. Additionally, followers do not care only about money. Money do not have a lasting motivating effect. People are mostly motivated by acknowledgement, appreciation, promotion, the work itself. These rewards may be more effective than money but this depends on the individual needs. Understanding these needs, a principal will have a better skill on giving rewards more effectively and realizing what makes his teachers work more efficiently and how can they be more satisfied in their work.

### **7.2.1. Frederick Taylor - Scientific Management**

Frederick Taylor's main idea is that workers are motivated mainly by pay. His theory called Scientific Management argued that workers do not naturally enjoy work and need close supervision and control. Therefore managers should break down production into a series of small tasks. Workers should then be given appropriate training so they can work as efficiently as possible on one set task. (Saiti & Saitis, 2012: 35)

Workers are paid according to the number of items they produce. As a result workers are encouraged to work hard to maximize their productivity. Taylor's approach has close links with the concept of autocratic management style in which managers take all the decisions and give orders to those below them and McGregor's Theory X.

The critical reception to the theory of Taylor was not positive because the workers were been treated as human machines and not as persons with individual needs. The repetitiveness in the duties of the workers made their job boring and without meaning. The main problem was that Taylor's theory did not acknowledge that every human has a different personality, with different needs, desires and motives and that personal problems that the worker has may affect his efficiency in work.

### **7.2.2. Elton Mayo**

The studies of Elton Mayo emphasized in the importance of social factors at work and the influence of informal group norms on satisfaction and productivity. (Adair, 1996: 15) Mayo believed that workers are not only concerned about money but could also be motivated by having their social needs met whilst at work. Experiments and interviews were made by Mayo and his colleagues and showed that informal social groups within an organization influenced individual attitudes and job performance.

Mayo suggested that workers are best motivated by better communication between managers and workers, greater manager involvement in employees working lives and working in groups or teams. Practically this means that managers should encourage greater use of team working, greater manager involvement in looking after employees' interests. His theory most closely fits in with a paternalistic style of management.

### **7.2.3. Victor H. Vroom - Expectancy Theory**

American Psychologist Edward C. Tolman is credited with formulating it first in the 1930's. Tolman suggested that "human behavior is motivated by conscious expectations more than response to stimuli. The expectations are that the action in prospect will lead to a desired goal or outcome - hence the term 'expectancy theory". Thus, individuals are consciously self - interested. They behave in ways that are instrumental in achieving their valued outcomes. (Adair, 1996: 14)

In 1964, American Psychologist Victor H. Vroom developed the expectancy theory, one of the first efforts to measure human motivation. Vroom suggests that the

force of individual's motivation to act in a particular way is expressed by this equation:

$$F = E \times V$$

**F** = motivation to behave, **E** = the expectation that the behavior will be followed by a particular outcome, **V** = the valence of the outcome

Variable E called Expectancy is the belief that increased effort will lead to increased performance. Expectancy may vary between 0 and 1, from no probability at all to absolute certainty. Variable V called Valence is the preference that an individual has for a particular outcome. Valence can be positive, negative or neutral. Expectancy and valence are multiplied because when either E or V is zero, motivation is also going to be zero.

If you believe that a given behavior will certainly lead to a given result but you place no value on that outcome, then you will not be motivated to go that way. In the same note, if you place a high value on an outcome while expecting that the probability of attaining it is zero, your motivation will again be zero. Only when both of the terms are positive can motivation exist. (Adair, 1996: 15-18)

This theory is significant for the leaders because it is important to know that individual perceptions are different and this leads to the fact that the motivation and behavior of the followers will also vary considerably. Any two individuals in the same situation may perceive the rewards or punishments in different ways according to their particular values or assessments of probabilities. Finally, it teaches to the leaders that there is no universal guidebook on how to motivate others successfully because each person is different and as such a leader should treat the individual.

#### **7.2.4. Abraham Maslow's Hierarchy of needs**

Abraham Maslow suggests in his theory that a person is motivated not by external motives such as rewards or punishments but by an intrinsic system of needs. These needs are arranged in specific categories. A key principle in Maslow's theory is that a satisfied need does not motivate anymore. Abraham Maslow succeeded in developing

a hierarchy of needs and identified 5 sets of needs which are in the following table. (Saiti & Saitis, 2012: 252-255, Adair, 1996: 21-33, Bourantas, 2005: 72-73)

<p><b>a) Physiological Needs</b></p> <p>Physiological needs are the most important for the health and living of a person. Such needs are hunger, thirst and sleep. These needs dominate all the others.</p>
<p><b>b) Safety Needs</b></p> <p>Safety needs are the desire for employment, money, insurance, property, the improvement of condition in work.</p>
<p><b>c) Social Needs</b></p> <p>When physiological and safety needs are met, then the needs for love, affection and belongingness emerge as the dominant centre of motivation. Social needs are intrinsic to our human nature and we never lose our need for each other.</p>
<p><b>d) Esteem Needs</b></p> <p>Esteem needs are the need or desire both for a high evaluation of self and for the esteem of others, the desire for strength, achievement, adequacy, mastery, confidence in the face of the world, independence, freedom, reputation, prestige, status, dominance, recognition, attention, importance and appreciation.</p>
<p><b>e) Self-Actualization Needs</b></p> <p>Self-actualization is when we become what we want to be. Maslow's defined self-actualization as a "man's desire for self-fulfillment. Self-actualization needs are growth, accomplishment and personal development.</p>

The main criticism of Maslow's Theory is due to the fact that he believed that the satisfaction of one need on the hierarchy will lead to its upper stage becoming the next prime motive. But this notion is not true because many people show willingness to go without the more basic needs in order to meet higher needs like achievement, recognition and fulfillment. Also, it is possible for higher level needs to emerge at some point prior to the total satisfaction of the lower-level needs. Other criticism is to the fact that human needs cannot be included in a predetermined hierarchy.

### **7.2.5. Douglas McGregor's Theory X and Y**

Theory X points out the traditional view of direction and control. Believers of Theory X assume that people have little or no interest in the organization in which they work or its goals. Theory X agrees on the notion that most people find their job repulsive and they must be under continuous control to work effectively. (Saiti & Saitis, 2012: 37-38) They are most driven by threats, fear, or by financial offers. Theory X resembles the carrot-and-stick approach.

The carrot-and-stick approach suggests that there are two motives that we can apply. A reward or incentive on one hand (carrot) and the fear of consequences on the other (stick). Based on this approach, both motives can be used to induce a desired behavior. These motives are external and demonstrate that we can move others either by rewards or punishments.

On the other hand, theory Y implies a level of integration between individual and organizational goals. Proponents of Theory Y believe that subordinates are responsible and they want to have further responsibilities regarding their job. (Saiti & Saitis, 2012: 38) Working is something natural and the management of the organization should aid subordinates by giving them freedom to take initiatives and enhance their creativity. Thus, leaders who believe in this theory should shape accordingly the organizational environment to help their subordinates even more for the completion of their targets. (Adair, 1996: 43-44)

### **7.2.6. Frederick Herzberg's Two-factor Theory**

Herzberg's claims regarding his theory were that people are in fact motivated by higher needs such as achievement, recognition and self-actualization and that a practical program of job enrichment in industry would create more job satisfaction by strengthening what he called the motivators thus creating the motivation-hygiene theory. (Adair, 1996: 49) Herzberg suggests that the attitude of people towards effort and efficiency in their work environment is depended from two factors which called **a) hygiene factors** and **b) motivators**.

The Hygiene Factors according to Herzberg are all these factors or elements in your work environment that can make you feel dissatisfied or unhappy when they do not exist in a desired extent, thus making the worker to have no mood for work. Thus these factors can cause dissatisfaction if they are not right and also have weak power as positive motivators. (Bourantas, 2005: 73, Saiti & Saitis, 2012: 258-259)

Regarding to the Hygiene Factors, a leader should ensure that the hygiene factors in his organization exist and also realize that this will not guarantee that success is granted because these factors have not the power to effectively motivate. Nonetheless, the neglect of the hygiene factors would likely result in failure.

When some or all of the hygiene factors are present in the work environment of an individual, he enters a period where he has more positive feelings about his job. Herzberg linked the motivators directly with the man's ultimate goal such as self-actualization and self-realization. (Adair, 1996: 60) The motivators lead to deeper satisfaction and motivation for the work force and have real motivational power. Below the following table shows which are specifically the hygiene factors and the motivators. (Adair, 1996: 58,63)

**Table 2.** Herzberg's two-factors

<b>Hygiene Factors</b>	<b>Motivators</b>
1. Company policy and administration	1. Achievement
2. Supervision	2. Recognition
3. Interpersonal relations	3. Possibility of growth
4. Salary	4. Advancement
5. Status	5. Responsibility
6. Job security	6. The work itself
7. Personal life	
8. Working conditions	

### **7.2.7. J. Stacy Adams - Equity Theory**

Equity theory is based on the notion that a worker demands equal treatment from the leader, in comparison with his co-workers. According to this theory, an individual perceives justice based in equitability and in-equitability. More specifically, equity theory focuses on two sides: the input and the outcome. An employee compares his work's inputs with an outcomes ratio and if the employees perceive inequality, they act to correct the inequity. (Greenberg, 1999)

From the comparison that is being made, if a worker feels that he does not get the recognition that he deserves, then he feels the emotions of injustice and disappointment about his work and the result will be an alteration to his behavior. For example, the worker may lower his productivity, reduce the effectiveness and quality of his job and may increase absenteeism or even resign from his position. On the other hand, if the worker is treated with equity then he will be happy, and there will be no alterations regarding his performance and satisfaction in the work environment.

A principal in a school unit should take the equity theory under serious consideration because many times the feeling of inequity is being demonstrated in school environments. That happens especially when a principal makes discriminations among his teachers or when he is not acting fairly to them. For the latter, integrity is crucial, because injustice is demonstrated when a principal takes different decisions on the same situation. Closing, the principal should also be fair with how he gives praise to teachers because the ones who were not praised may feel that were snubbed or mistreated if they had made the same efforts with the one who got the praise.

### **7.3. The role of vision**

The role of vision is crucial for the effectiveness of transformational leadership. The transformational leader builds the vision for a better future, talks to his followers and encourages them to express their own expectations for a better future and state their opinions about the status quo and how it can change through implementation of new methods. With this, change can begin to grow from the inside of an organization.

The leader's role is to create shared meaning and understanding. Vision provides the context, the reason for going in a specific direction. The transformational leader uses the emotional factor dynamically and transforms all the levels of the organization. (Wellington, 2011: 2-3) The leader shows to all where the organization is now and where the organization should be in the future. Transformational leaders also let their followers use innovation, experiment with different approaches and take risks. The feeling that all are connected on trying to pursue a common goal enhance their commitment to the organization and towards the vision and feel proud for their efforts.

Leaders speak the vision, they are the message, they do not simply deliver it. They communicate the vision by building an identity in the team. This means that leaders tell their followers what binds them together and what they have in common, whether it's values, history or mission. Leaders have a vision or a dream and they may speak fanatically to make their audiences see what they see. Thus the connection between influence and vision. (Witt, 2009: 19-22)

Yukl draws some tips for transformational leadership: (Yukl, 1999)

- Develop a challenging and attractive vision, together with the employees.
- Tie the vision to a strategy for its achievement.
- Develop the vision, specify and translate it to actions.
- Express confidence, decisiveness and optimism about the vision and its implementation.
- Realize the vision through small planned steps and small successes in the path for its full implementation.

What is your vision? Can you make it specific and at the same time evocative? See the vision firstly in your mind through imagination and then project it into the hearts and minds of the followers. Successful leaders create engaging vision that make humans passionate, cultivate inspiration and faith in the mission of the organization and foremost know how to persuade their followers so their work has meaning. Concluding, just having a vision is not enough unless it is supported by effective strategies. The transformational leader transforms the vision into actions.

#### **7.4. The power of hope**

Charles R. Snyder defines hope as the faith that you possess both the will and the way to accomplish your goals whichever they are. He also mentions that humans with high levels of hope have certain attributes like the ability to motivate themselves, to feel inventive on finding ways to achieve their objectives at hand, to give courage to themselves when they are up against a difficult situation and to be flexible on finding different ways for accomplishing their targets. Hope is to not give up on something when anxiety or fear of losing is becoming imminent, to not have defeat in mind or depression in difficult periods of time when there are many challenges and obstacles on your way. (Goleman, 1998: 137)

John W. Gardner points out that a prime function of a leader is to keep hope alive while Green incites that the combination of the elements of hope, example, and enthusiasm create the ability to influence others to follow voluntarily toward stated goals. (Green, 2013: 40-41)

Another significant word is optimism that is having a strong expectation that things will go as you want them in life despite the difficulties that may arise. A real leader is the one who has the capacity to continue trying despite the losses that he may suffer. Never giving up and continuing the effort until all the objectives are completed are very important attributes that an effective leader needs to possess. (Goleman, 1998: 138-139) Thus, an effective leader apart from having technical competence should have hope and an optimistic perception on the targets that needs to accomplish.

Furthermore, he should give to his followers hope when that is needed and tell them that they can achieve the things that they want. If you really know your followers, know their concerns, fears, hopes and dreams then by speaking to them you can make them believe to you and thus believe in taking the proper actions for success. The transformational leader gives hope that by acting they can make their lives and the world better.

Optimism and hope can be learned. Behind those terms there is one important term which is self-efficacy, the faith that a human has the control of the things that happen in his life and can deal with hardships and challenges that arise. (Goleman, 1998: 140) For those reasons optimism and hope are necessary in the work environment.

## **8. Intellectual stimulation**

Leaders can help usher out the old ways of thinking regarding the one "size fits all" approach and use cultural differences effectively to usher in a model behavior that fosters participation, empowerment, learning and personal growth. (Shelton, 2012: 11)

Principals in school units need to be able to stimulate followers' efforts to be creative and innovative by questioning their assumptions, and by getting them to approach old problems in new ways. By encouraging followers to come up with new ideas, a principal can help to facilitate the exchange of information, leading to a more involved and effective team of people.

The transformational leader must be creative and value creativity in his followers. Creativity allows organizations to be flexible, adaptive and reactive to change. Good leaders know how to exploit and use the collective creativity of the group. They know how to work with the followers in a way that encourages the open flow of ideas and communication in a positively-created, working environment. This happens when the leader instills to his followers the desire to willingly participate in the process. Positive relations will foster intellectual stimulation and feeling comfortable to question processes and business practices. (Shelton, 2012: 49-50)

### **8.1. Empowerment/delegation**

Empowerment means giving workers at all levels the knowledge, confidence, and authority to make important decisions. Empowerment leads workers to an enhanced sense of self-efficacy. It allows employees to take an active rather than passive role at work, and inspires people to do more than they thought they could do. Leaders who use empowerment have enough trust in their followers and thus share some decision-making, which allows them to grow individually. (Shelton, 2012: 41)

A leader who understands empowerment and delegation will stand in the background as a coach and when it is necessary will provide instructions on how that responsibility is to be met, giving freedom to followers to do their tasks, never criticizing but praising success and encouraging efforts. When mistakes are made,

transformational leaders see things from the other persons' perspective, ask questions instead of punishment and discuss mistakes before criticizing.

In order for leaders to achieve goals, part of their work may be assigned to others. When work is delegated, tasks and authority are transferred from one position to another. The key to effective delegation of tasks is the transference of decision-making authority and responsibility from one level of the organization to the level to which the tasks have been delegated. (Wellington, 2011: 18)

Transformational leaders are not afraid to share responsibilities or teach higher skills to followers. He delegates and empowers followers, giving them important things to do for their development. If followers are to develop, it is best to learn through experience. They express confidence in subordinates setting high standards. For Sheldon a leader in the empowerment process should: (Shelton, 2012: 42)

- Not be afraid to delegate - then become a coach.
- Make the task seem exciting, challenging and important.
- Show to others confidence in their ability.
- Give and show loyalty to people and expect it in return.
- Expect much from people and give much back.

Follow people's progress, hold them accountable, give praise and direction in a spirit of concern. The leader who shares power and authority will be the one with the greatest ability to influence others to work towards realizing organizational goals.

## **8.2. Giving feedback**

Feedback is a necessary from the Leader. Followers want to gather essential information about their performance for continuing their efforts. Every teacher in a school unit needs feedback. Feedback lets teachers know how effective they are in their job duties, what goes wrong with their performance, what are their advantages and disadvantages. Feedback can make an individual try harder or have the reverse effect if feedback has the form of harsh criticism. Effectiveness, satisfaction and productivity of teachers depends on the feedback of the principal.

A correct feedback focuses in the task or the duty that the person has already performed and to the things that has the ability to do. When a leader criticizes innate capacities of the individual then the latter can be stigmatized and this will lead to very low satisfaction and productivity. Also when people believe that their failures are a result of innate weaknesses, then they have the belief that they cannot correct their mistakes, they lose hope and stop their continuing efforts to success. Optimism and belief in ourselves come from our inner belief that our success is dependent from our own actions and not from external factors. (Goleman, 1998: 218)

Harry Levinson gives his opinion on how to give feedback: (Goleman, 1998: 221-222)

- **Be Specific.** Choose a significant incident that illustrates a key problem that has to be solved or some form of weakness that has to be dealt. When people only hear from the leader feedback that emphasizes only to the negatives then they can become discouraged. Focus attention to specific elements, mentioning what went right, what went wrong and how the mistake or mistakes can be corrected. Avoid generalities and stay to things of importance. Say exactly which is the problem and which were the negative effects.
- **Propose solutions.** A good feedback focuses on the root of the problem and tries to find ways to solve it. If the problem cannot be solved, then the recipient of the criticism will feel disappointed and will have not motivation. Feedback can lead to alternative solutions that the individuals did not know that exist. The feedback must have specific proposals on how to deal with problems and at the same time finding solutions.
- **Be present.** Feedback and praise are more efficient when they are given face to face by the leader. Leaders who feel perplexed when they give feedback or praise and for this reason do these things by distance can make the communication in the organization too impersonal and removes from the recipient the ability to give answers or ask for clarifications.
- **Be sensitive.** This is where empathy is used by the leader to know and feel the effect of the words that he says from the perspective of the recipient. Leaders who lack of empathy have the tendency to give feedback in an

inappropriate manner, in the form of harsh criticism. Harsh criticism is detrimental and can damage the followers making them disappointed and leading them to isolation.

Finally, Levinson advises people to see criticism/feedback as an opportunity to work with the one who makes the criticism and solve together the problem, and not as a conflict situation between the two sides. The transformational leader should give honest feedback and show individual consideration to his followers along with empathy. This will make followers feel that the leader is supporting them in their efforts and respect him even more. Also, a leader who wants to learn only the positive things by others and not the negative, is like camouflaging his weaknesses and eventually is less effective in his duty. (Goleman, 1998: 223)

### **8.3. Job enrichment**

Job enrichment is a method that the leader can apply to the organization. The objective is to give people more freedom and autonomy in the organization of their work. Hackman and Oldman identified five factors of job design that typically contribute to people's enjoyment of a job: (Wellington, 2011: 153-154)

- a) **Skill variety**: increasing the number of skills that individuals use whilst at work.
- b) **Task identity**: enabling people to perform a job from start to finish.
- c) **Task significance**: providing work that has a direct impact on the organization.
- d) **Autonomy**: increasing the degree of decision making, and the freedom to choose how and when work is done.
- e) **Feedback**: increasing the amount of recognition for doing a job well, and communicating the results of people's work.

## **9. Individualized consideration**

The heart of leadership focuses on the individual and his or her best interest. Transformational Leadership gives an important role in the building of a real relationship with the individual/follower. The capable leader will seek to understand the individuals, to know their wants and needs and to enhance individuals' self-esteem.

Humans are not machines. Machines work in a narrow, predetermined set of limits while people bring to the organizational environment distinctive skills, talents and precision that machines cannot provide. The leader who ignores the importance of the individual loses the benefit of the worker's mental and collective potential. Leaders who manage successfully the human capital of their organization have better results in achieving organizational goals.

Treating all employees the same can be a tragic mistake. The building of a relationship by the leader with the followers will make the leader be in a better position of understanding and evaluating each of their talents and abilities. Organizational change succeeds when the leader can build a positive and healthy working environment where appreciation and individual consideration is openly exercised. The best leaders are able to establish a family-like organizational culture. (Shelton, 2012: 49-50)

When harmony in the organization is established, the followers will be with their leader through the good and bad times. Harmony and the real connection between leaders and followers form an invisible but powerful bond between people based on faith for their common cause but also for each other.

Finally, inducing positive emotions (such as love or appreciation) enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity. People are literally able to take in more information when they experience positive emotions. Enabling positive emotions, fosters a positive climate that generates enhanced performance. (Cameron, 2008: 18-19)

## 9.1. Emotional intelligence

Leaders of today must not only be highly intelligent in technical issues, expertise and knowledge (IQ) which are surely necessary for the exercise of their duties, but they must also have social skills and a great amount of emotional intelligence (EQ). The word emotion has its root in the Latin word *motere*, which means to move. Thus, emotion is something that makes us want to move, to take action on a certain subject. (Goleman, 1998: 33)

Daniel Goleman has made extensive research on the benefits of emotional intelligence and believes that all humans have in possession two different kinds of intelligence. The intelligence of the mind and the intelligence of the heart. For Goleman, the mind cannot function without the heart thus placing in emotional intelligence a pivotal role for humans and of course for the leader.

In his famous book, *Frames Of Mind*, Howard Gardner formulates his theory of multiple intelligences. This important theory is mentioned because it proposes multiple types of intelligence and a leader needs two specifically. It is the interpersonal intelligence and the intrapersonal intelligence.

According to Gardner interpersonal intelligence is the ability to understand others, what motivates them, how they work and how can we work with them showing uncompromising sympathy. Intrapersonal intelligence has to do with introspective and self-reflective capacities. This refers on having a deep understanding of the self, what are our strengths and weaknesses, what makes us unique and being able to predict our own reactions or emotion. (Goleman, 1998: 72-74) Goleman and his colleagues mention four leadership capacities that belong to emotional intelligence: (Goleman, Boyatzis, McKee, 2011: 60)

- The motivation for achieving results.
- The ability to take initiatives.
- Cooperation skills.
- Ability to guide groups.

Other emotional skills that lead to success and a leader can use are: tendency for achievements, adaptability, influence, leadership of groups, political perspective, empathy, self-confidence and development of others.

John Mayer and Peter Salovey relied on Gardner's theory and developed the concept of emotional intelligence as being made up of five competencies or skills. These competencies are: (As cited by Goleman, 1998: 78-79)

1. **Self-Awareness.** Self-Awareness is knowing one's internal states, preferences, resources and intuitions. Humans with high self-awareness feel more confident about their emotions and control their life more effectively.

2. **Self-Regulation.** Self-Regulation is about managing one's internal states, impulses and resources. It is a capacity that is being built along with self-awareness. People who have high self-regulation are distinguished for the ability to get over very quickly from setbacks, bad situations and disappointments in life.

3. **Motivation.** This ability when is combined with emotional self-control, patience, perseverance and curbing of impulsivity, can be the guide for exceptional achievements. A person who has inner motivation and can get in a state of mind which combines the previous characteristics will have extraordinary results in all areas of his life.

4. **Empathy.** It is the capacity to understand or feel what another person is experiencing from within the other person's frame of reference, the capacity to place oneself in another's position, the awareness of others' feelings, needs and concerns. It is considered an innate capacity, a fundamental human skill connected with the term of altruism and as innate can be developed after proper training.

5. **Social Skills.** The art of managing relationships to move people in the desired direction. The adeptness at inducing desirable responses in others. Social skills are necessary for skillful and effective leaders and interpersonal success.

The reference of these capacities is important for this paper, because these abilities are crucial for the effectiveness of the transformational leader. A leader who lacks of these skills can lead to incompetence inside the social circle of an organization and can lead leaders who have great cognitive abilities and knowledge to fail and be

considered by their peers arrogant, unlikeable and insensitive. The aforementioned skills allow leaders to be socially active, to give boost and motivation and to persuade and influence their followers. But most importantly, these skills can be learned and developed through proper training. Leaders can learn to be better if they follow short but confident steps.

## **9.2. Anger management and control of emotions**

Many times a principal in a school unit will have to face conflicts with his colleagues, with parents or with students. A principal who is a leader and uses transformational principles should not be impulsive when a conflict begins to take place. A leader must control his emotions firstly by controlling his language. The leader should be very careful in the language that he will use because if the leader says something inappropriate to his followers, he risks on losing the faith and trust on the long-term.

When a conflict arises, the leader should find various ways to manage anger if that happens. The departure from the dispute is one way but it is maybe insufficient because it does not solve the problem. On the other hand, using empathy and trying to understand the emotional state and the reasons of the negative behavior by the follower can have many beneficial results for the leader because with this way, he can learn why the follower is displeased and what is the source of the problem.

Leaders who see positives in stress and see changes as opportunities, can develop even more their capacities and have also more endurance and stamina in front of difficult tasks and situations. Four simple tips when a leader is beginning to feel that he is losing control while he is in work are: (Goleman, Boyatzis, McKee, 2011: 191-192)

- Stop for a second, listen and do not rush with your actions.
- Let the others speak their mind and listen carefully.
- Be objective and not impulsive. Think first and then speak.

Make questions that illustrate the issue and do not be hostile with others. Try with the questions you make to find the reasons of the conflict and find solutions.

## **PART B - THE MEASUREMENT OF TRANSFORMATIONAL LEADERSHIP IN GREEK PRIMARY EDUCATION**

### **10. Research**

#### **10.1. Purpose of this research**

The purposes of this research were the following: a) to measure in what extent Transformational Leadership is displayed by principals that serve in schools of primary education of the public sector, b) to determine what is the leadership style that most principals apply in primary schools based on the perspective of the teachers and c) to examine which model of Leadership exists in Greek Primary Education using as basis the FRL theory.

More specifically this research attempted to address the following research questions: 1) What leadership styles and behaviors from the perspective of teachers were most often demonstrated by principals in primary schools? 2) What is the model of Leadership which most easily represents the Greek Primary Education based on the sample that we had in our research?

#### **10.2. Methodology**

The instrument that was used for the gathering of the data for this research was the Multifactor Leadership Questionnaire (MLQ5X). The MLQ5X focuses on individual behaviors, observed by associates at any organizational level that transform individuals and organizations. The MLQ5X consists of 45 descriptive statements. 36 of these descriptive statements are used to describe the different leadership styles:

**(Idealized Influence - Attributed, Idealized Influence - Behavior, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Contingent Reward, Management-by-Exception - Active, Management-by-Exception - Passive, Laissez-faire Leadership)**

The other 9 descriptive statistics measure the outcomes of these leadership styles:

**(Extra Effort, Effectiveness, Satisfaction)**

Every item had a five-point Likert-type scale which was:

**0 = Not at all**

**1 = Once in a while**

**2 = Sometimes**

**3 = Fairly Often**

**4 = Frequently, if not always**

The questionnaire was given to the participants in the Greek Edition of the MLQ5X so they could complete it without issues. The questionnaire was anonymous and did not include demographics because the main focus was the measurement of the leadership styles and more specifically the 4 I's. The completion of the questionnaire was estimated to 12 to 15 minutes. The analysis of the data was made using the IBM SPSS Statistics 20.

### **10.3. Sample**

The questionnaire was administered randomly to 60 teachers of primary education from 24 different public schools of the Attica Prefecture. The responses of the questionnaire in the end were received from 50 teachers from different public schools. The questionnaire was completed through the school year 2017-2018. Before the administration of the questionnaires to the teachers, there had been conversation via telephone with the principals of the school units to inform the purpose of the research and the content of the MLQ5X which teachers needed to complete.

The questionnaires then were administered to the principals of the schools who had the duty to give them to teachers of their school unit. At the beginning of the questionnaire there was an information note that gave more details about the purpose of

the research to the teachers. The teachers needed approximately 15 minutes for completing the questionnaire.

After the completion of the questionnaires from the teachers and the gathering of 50 questionnaires at total, the next step was data entry using the SPSS 20. Then the same program was used, to extract the descriptive statistics, to calculate means and to run a factor analysis to examine which are the factors that represent most essentially the Greek Primary Education.

## 11. Presentation of results

### 11.1. Descriptive statistics

The following table shows the answers of the participants on how they perceive the leadership style of their principals (in percents) based on the items of the MLQ5X.

**Table 3.** Frequency table (4 sample items)

	<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly Often</b>	<b>Frequently, if not always</b>
Re-examines critical assumptions to question whether they are appropriate.	0,8	15,2	25,6	32,8	25,6
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	5,6	16	32	28	18,4
Discusses in specific terms who is responsible for achieving performance targets.	7,2	8,8	37,6	28,8	17,6
Makes clear what one can expect to receive when performance goals are achieved.	3,2	14,4	32	36,8	13,6

Based on the answers that the participants gave the following statements seem to describe the majority of **"fairly often to frequently if not always"** and these are when the principal/leader, is moral and ethical in his decisions (64,8%), shows power and confidence (62,4%), assists in exchange for efforts (60%), builds teachers' respect (59,2%), re-examines assumptions (58,4%) and is optimistic about the future (57,6%).

In the same note, the outcomes or results of these leadership behaviors that describe the majority of **"fairly often to frequently if not always"** are when the principal/leader, works with teachers satisfactory (70,4%) and when he meets organizational requirements (66,4%).

Going to the next level, high percentage that describe the majority of **"sometimes to fairly often"** are when the principal/leader, tries to find new ways on how to complete tasks (74,4%), gets the opinion of the majority of the staff (70,4%), informs teachers what can expect to receive (68,8%), persuades teachers to look at problems from different angles (68,8%), has a strong sense of purpose (68%), shows satisfaction when teachers meet expectations (67,2%), points out who is responsible for achieving targets (66,4%), talks with enthusiasm about the targets of the school (66,4%), keeps track of mistakes (65,6%), has attention on dealing with failures (64,8%), makes teachers proud (64%), illustrates a tempting vision (64%), understands teachers' different needs and abilities (64%), shows confidence that targets will be successfully completed (64%), abandons self-interest for the good of the team (62,4%), is a mentor to others (61,6%), treats teachers as individuals and as members of a team (60,8%), gives high priority to the importance of the collective sense of mission (60,8%), gives attention on mistakes (60%), helps teachers to develop (59,2%) and talks about their beliefs (52,8%).

The outcomes of leadership styles for the level of **"sometimes to fairly often"** are when the principal/leader, makes his staff wanting to succeed (64,8%), applies successful methods of leadership (64%), is effective in meeting needs of his staff (63,2%), leads effectively (63,2%), makes teachers try hard for the targets (61,6%), gets teachers to put extra effort (60%) represents his teachers effectively (60%).

Going to the next level, high percentage that describe the majority of **"once in a while to sometimes"** are when the principal/leader, shows to teachers what they

should do to accomplish objectives (60%), does not interfere until problems become very serious (56%) and delays answering questions (54,4%).

Finally for the last level of the percentages of the majority of participants that answered to the "**not at all to once in a while**" are when the principal/leader, is absent (72%), shows that problems must become chronic before doing something (62,4%), does not involve with important issues (60,8%), waits for the failure of others before taking action (58,4%), is not deciding when is needed (57,6%) and is a believer of laissez-faire leadership (54,4%).

## 11.2. Factor analysis

In order to explore the reliability and validity of the MLQ5X that was used in the present research, specific statistical techniques were applied. In the beginning we did an exploratory factor analysis to find out the structural validity of the questionnaire that we used in the present research. The principal Component Analysis (PCA) was used with Varimax Rotation to find out the factors with eigenvalue higher than 1,00.

All the statistical criteria were examined for the possibility of appliance of the factor analysis. From the correlation matrix between the variables, it appears that correlations have a statistical significance. The value of determinant or the correlation matrix is 1,440E-012.

The table 3 displays the Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

**Table 4.** KMO and Bartlett's Test

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,884
	Approx. Chi-Square	3031,090
Bartlett's Test of	df	630
Sphericity	Sig.	,000

From the above table we observe that the KMO is 0,884 and therefore has a significant value because  $KMO > 0,80$ . Thus, it looks that the correlations between the variables are satisfactory. Furthermore, Bartlett's Test of Sphericity is statistical significant with  $sig = 0,000$ ,  $p < 0,05$ . Therefore, the null hypothesis is rejected with approx. Chi-Square = 3031,090 and degrees of freedom  $df = 780$ . This means that the variables are correlated with each other.

Continuing, we examined the diagonal of the Anti-image Correlation table and viewing the Measures of Sampling Adequacy (MSA), we observe that most values overcome the value of 0,80.

Closing this examination of criteria, the last test we applied was the reliability analysis to examine the internal consistency of the scales regarding the leadership styles for the questionnaire that we used for our research. The following table displays the Cronbach's Alpha test for reliability.

**Table 5.** Cronbach's Alpha Reliability Test

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of Items
,892	,904	36

We can see that Cronbach's Alpha is 0,892, which indicates a high level of internal consistency for our scale with this specific sample.

With this, we have finished the diagnostic tests and we conclude that all criteria for the fitness and application of factor analysis are satisfied and thus factor analysis is appropriate for our research.

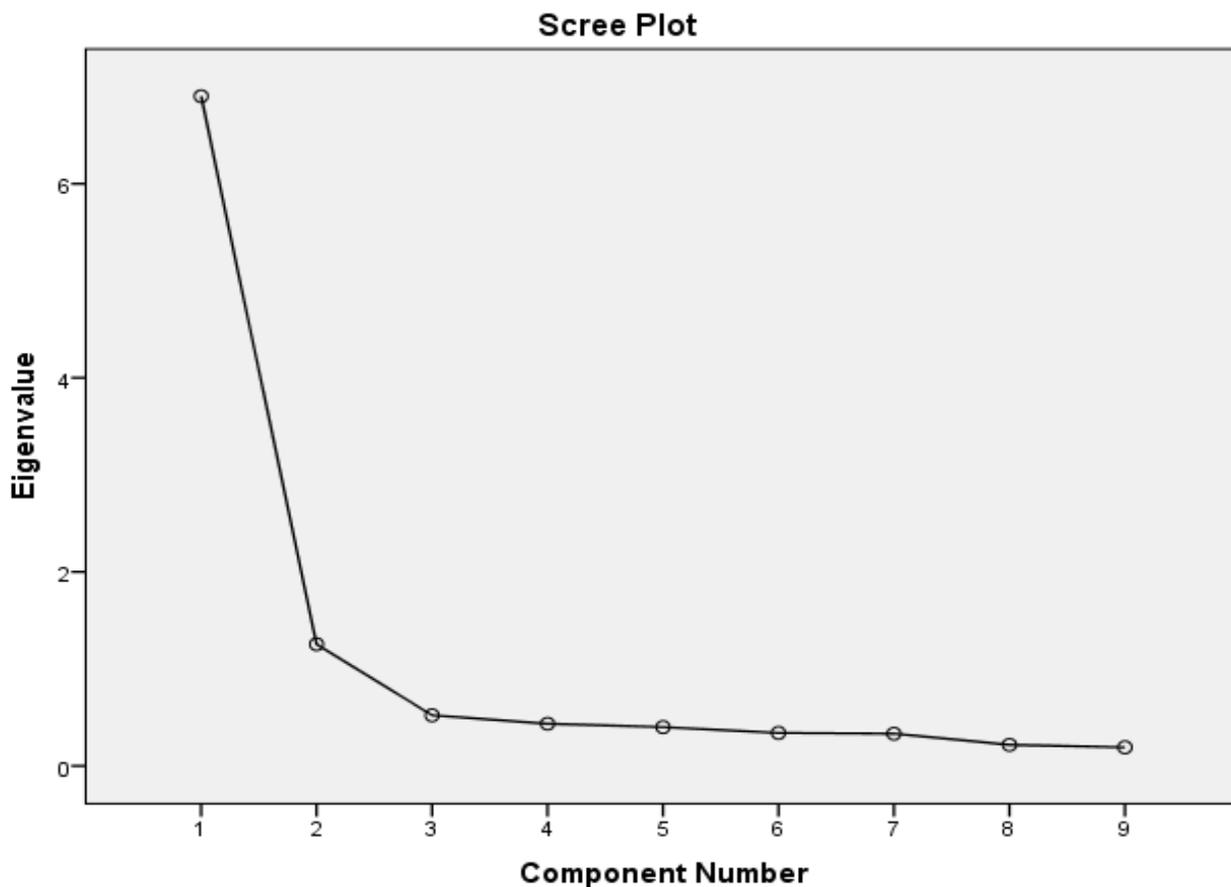
Regarding the means, the standard deviations, the minimums and the maximums from the answers which the participants gave on the MLQ5X, the results display to us that the means range from 1,02 to 2,94. The maximum value in all the answers is 4 while the minimum value is 0.

The next step is the methodology that we followed regarding the Factor Analysis. The MLQ5X consists of 45 statements. The 36 statements refer to the leadership styles as teachers perceive them while the other 9 statements refer to the outcomes of these leadership styles. Because of this, we performed two different analyses. One analysis with the 36 statements and one analysis with the 9 statements. Beginning with the 9 statements we found these results that are displayed in table 6.

**Table 6.** Factors and percent of variance that describes every eigenvalue

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,902	65,160	65,160	5,898	65,539	65,539	5,888	65,426	65,426
2	1,254	11,835	76,995	1,012	11,246	76,785	1,022	11,359	76,785
3	,522	4,926	81,921						
4	,435	4,104	86,025						
5	,400	3,776	89,801						
6	,340	3,210	93,010						
7	,332	3,135	96,145						
8	,217	2,050	98,195						
9	,191	1,805	100,000						

Based on the results we identified two (2) factors with eigenvalue higher of 1, that interpret the 76,995% (77%) of total variance. The number of the extracted factors are displayed in the Scree Plot in the next page.



**Graph 1.** Scree plot for the 9 variables (outcomes of leadership)

As we see carefully in the Screen plot, there are two factors that single out. From the 3rd factor the line is horizontalized. The loading of the variables showed that the second factor has loaded only one item from the questionnaire. Thus, based on the bibliography, this factor is not significant for our research, because a factor must have at least 3 loaded variables and for this reason factor 2 cannot be a part of our analysis.

Furthermore, factor 1 attracted all the other items, 8 in number, but the main problem is that these variables based on the bibliography and the questionnaire, measure the three outcomes of leadership styles which are effectiveness, extra effort and satisfaction. All the values range from 0,814 to 0,898. The problem is that we cannot name factor 1 based on the loaded variables because there is not a term in the bibliography that is formed from the three different outcomes (extra effort, effectiveness and satisfaction) and thus the interpreting ability of factor 1 is diminished and thus we reject factor 1 from our research.

For these aforementioned reasons, the outcomes of leadership styles are rejected from the analysis because the results have non-significant interpreting value for our research. On the contrary, the 36 items of the MLQ5X that measure the leadership styles were significant and we will analyze the results in the next lines. In the next page we see the table with the factors that are extracted from the 36 variables and the variance that describes every eigenvalue.

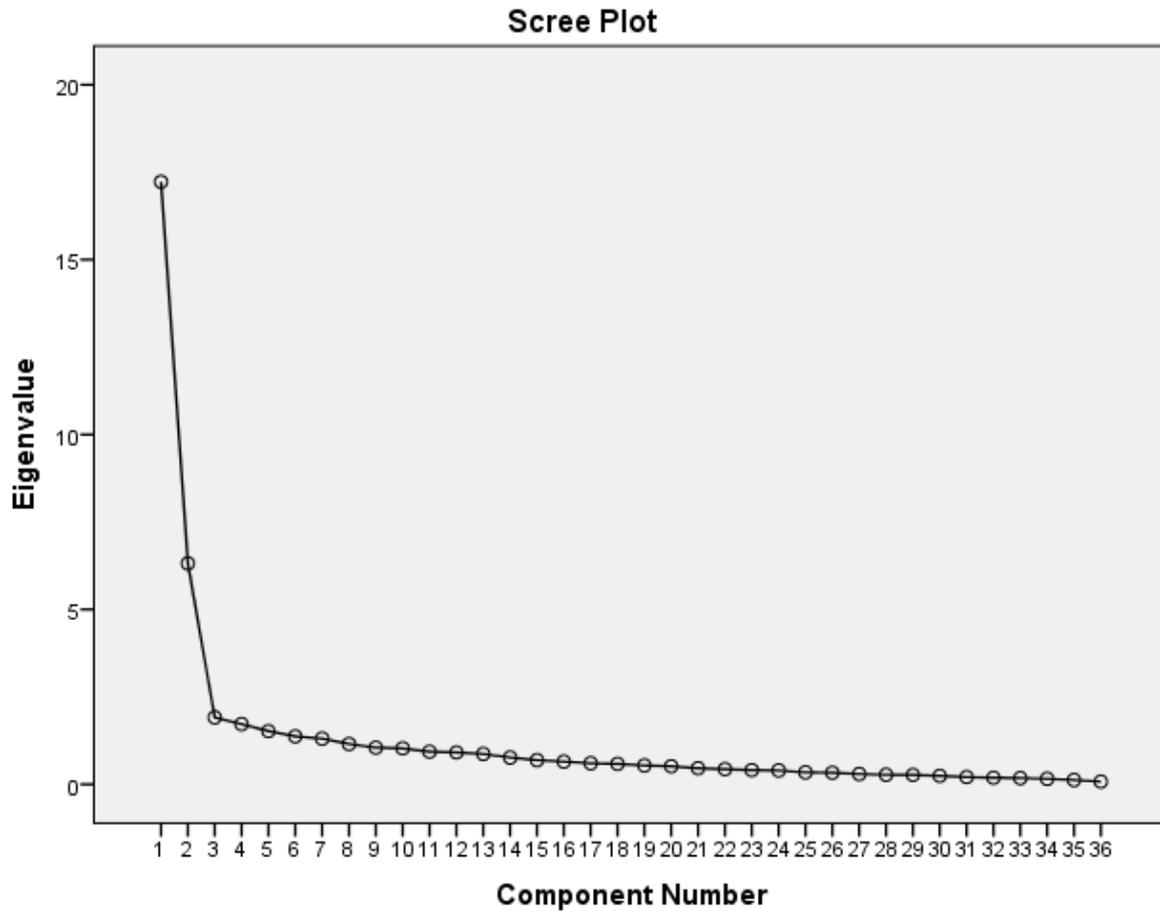
**Table 7.** Factors and percent of variance that describes every eigenvalue

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17,226	37,417	37,417	13,988	38,857	38,857	10,964	30,455	30,455
2	6,316	13,719	51,136	4,304	11,956	50,813	5,053	14,036	44,491
3	1,914	4,158	55,294	1,443	4,008	54,821	2,228	6,190	50,681
4	1,722	3,741	59,035	1,382	3,838	58,659	2,077	5,771	56,451
5	1,520	3,301	62,336	1,140	3,166	61,825	1,431	3,976	60,427
6	1,371	2,979	65,315	1,025	2,847	64,672	1,397	3,880	64,307
7	1,305	2,834	68,149	1,041	2,892	67,564	1,172	3,257	67,564
8	1,154	2,506	70,655						
9	1,047	2,275	72,930						
10	1,027	2,230	75,160						
11	,932	2,025	77,185						
12	,912	1,980	79,165						
13	,867	1,884	81,049						
14	,765	1,662	82,711						
15	,690	1,499	84,209						

16	,648	1,409	85,618
17	,602	1,308	86,926
18	,586	1,272	88,198
19	,539	1,171	89,369
20	,517	1,122	90,491
21	,461	1,002	91,492
22	,434	,943	92,435
23	,408	,886	93,321
24	,395	,859	94,180
25	,342	,742	94,922
26	,334	,725	95,647
27	,295	,641	96,287
28	,273	,593	96,880
29	,269	,584	97,464
30	,241	,522	97,986
31	,206	,448	98,434
32	,186	,404	98,838
33	,178	,388	99,226
34	,157	,341	99,567
35	,123	,267	99,834
36	,076	,166	100,00

---

Based on the results of the table, we identified ten (10) factors with eigenvalue higher of 1, that interpret the 75,160% of total variance and after the Varimax rotation the factors with eigenvalue higher of 1 are seven (7) that interpret the 67,56% of total variance. The number of the factors are displayed in the following Scree plot.



**Graph 2.** Scree plot for the 36 variables (leadership styles)

From the Scree plot however, there are two factors that single out. From the 3rd factor the line is horizontalized. For this reason, the factor analysis was repeated, setting the fixed number of factors to extract to the number two. The principal components analysis was once again applied with Varimax rotation. The results showed that the two factors interpret the 51,136% of total variance and after the rotation the 50,813%. The results are displayed in the next table.

**Table 8.** Factors and percent of variance that describes every eigenvalue (two-factor model)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17,226	37,417	37,417	13,988	38,857	38,857	12,973	36,036	36,036
2	6,316	13,719	51,136	4,304	11,956	50,813	5,319	14,776	50,813
3	1,914	4,158	55,294						
4	1,722	3,741	59,035						
5	1,520	3,301	62,336						
6	1,371	2,979	65,315						
7	1,305	2,834	68,149						
8	1,154	2,506	70,655						
9	1,047	2,275	72,930						
10	1,027	2,230	75,160						
11	,932	2,025	77,185						
12	,912	1,980	79,165						
13	,867	1,884	81,049						
14	,765	1,662	82,711						
15	,690	1,499	84,209						
16	,648	1,409	85,618						
17	,602	1,308	86,926						
18	,586	1,272	88,198						
19	,539	1,171	89,369						
20	,517	1,122	90,491						
21	,461	1,002	91,492						
22	,434	,943	92,435						

23	,408	,886	93,321
24	,395	,859	94,180
25	,342	,742	94,922
26	,334	,725	95,647
27	,295	,641	96,287
28	,273	,593	96,880
29	,269	,584	97,464
30	,241	,522	97,986
31	,206	,448	98,434
32	,186	,404	98,838
33	,178	,388	99,226
34	,157	,341	99,567
35	,123	,267	99,834
36	,076	,166	100,00

---

The absolute value of the loadings of variables was set as the bibliography suggests to 0,40. To factor 1 correspond 25 items (1, 2, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 34, 35, 36) with loading value ranging from 0,46 to 0,79. To factor 2 correspond 8 items (3, 5, 7, 12, 17, 20, 28, 33) with loading value ranging from 0,56 to 0,83. 3 items were excluded because there were not included in these two factors and had small loading value (4, 6, 27).

Based on the bibliography, we had as basis the Full Range of Leadership model, thus the nine-factor model. The original six-factor model that was proposed by Bass in 1985 used the same 36 items that we used in our research. The six factor model is shown below and is consisted of: (Bass & Avolio, 1995, 2000, 2004)

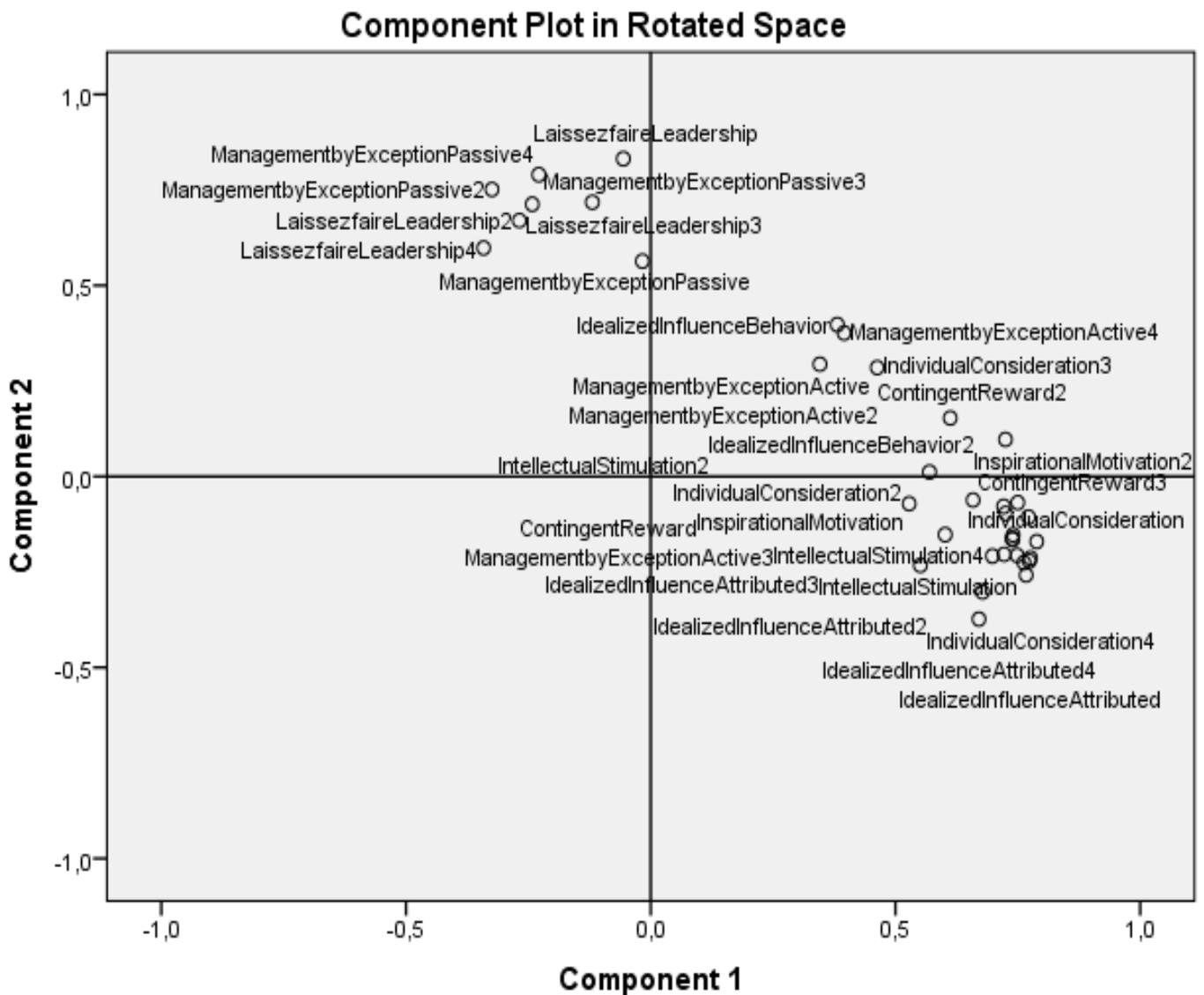
1. Charisma/Inspirational
2. Intellectual Stimulation

3. Individualized Consideration
4. Contingent Reward
5. Active Management-by-Exception
6. Passive Avoidant

In our case, we cannot accept the six-factor model because we have found based on our results that two factors really single out. Analyzing now the two factors that we extracted, we see that factor 1 consists of 25 items. From these 25 items, 4 display idealized attributes, 3 display idealized behavior, 4 intellectual stimulation, 4 inspirational motivation, 4 individualized consideration, 4 contingent reward and 2 active management-by-exception. The presence and the merging of all transformational components except one item and the simultaneous presence of the contingent reward items with 2 items from the active management-by-exception in factor 1 leads us to conclude that this factor based on the bibliography is called **Active Constructive Leadership**. The co-existence of transformational and transactional leadership and the augmentation relationship between these two styles is justified by Bass.

Continuing, the second factor consists of 8 items which 4 of them display passive management-by-exception and the other 4 display Laissez-faire leadership. It is clear from the bibliography that this factor will be called **Passive Corrective Leadership**.

From the bibliography, we have a number of alternative factor models that have been reported by researchers who have used the MLQ5X. With primary target model the six-factor proposed by Bass, the alternative model which is valid having as sample teachers of primary education is the one with the **Two Correlated Factors: Active Constructive Leadership vs. Passive Corrective Leadership**. (Bass & Avolio, 1995, 2000, 2004) This model consists of transformational leadership along with transactional contingent reward leadership variables to load on one primary factor, while other items that represent corrective and avoidant passive leadership load on a second factor. Fundamental to the FRL model is that every leader displays each style to some amount and that all the components of transformational leadership are likely to correlate with each other and with contingent reward (transactional leadership).



**Graph 3.** Component plot for the two factors.

Finally, the component plot shows clearly the two factors that we extracted and also the variables that correspond with every factor. This is displayed with the large quantity of variables at the end of the axes. We can see also the ranging of the values for each component.

### 11.3. Reliability of factors

In the beginning of the Factor Analysis we applied a Reliability Analysis to examine the reliability and validity of the MLQ5X. Now we will run a Reliability Analysis to measure the Cronbach's Alpha value for the two factors that we have extracted. For factor 1 = **Active Constructive Leadership** and factor 2 = **Passive Corrective Leadership**. Below are the two tables where the results of the measurement are displayed:

**Table 9.** Cronbach's Alpha Reliability Test for factor 1

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,957	25

**Table 10.** Cronbach's Alpha Reliability Test for factor 2

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,888	8

We can see that Cronbach's Alpha is 0,957 for the first factor and 0,888 for the second factor, with the results indicating a high level of internal consistency for our factors. For this, there is homogeneity for the items of the factors and they really measure the concept of **Active Constructive Leadership** and **Passive Corrective Leadership**.

A last step for the examination of the reliability of the items that make up the factors is by doing an item - total correlation analysis. These values from this analysis show us the contribution of each variable in the measurement of the factor where the

variable belongs. Based on the bibliography, the degree of correlation must surpass the 0,20 for every variable. For our research, the Corrected Item-Total Correlations range from 0,34 to 0,79 for the first factor (**Active Constructive Leadership**) and from 0,47 to 0,75 for the second factor (**Passive Corrective Leadership**). Furthermore, according to Nunally (1978), the mean of the inter-item correlation is between the variables of a factor must be higher of 0,20. The two factors have the same mean which is 0,66.

#### 11.4. Two correlated factors model: Active Constructive Leadership vs. Passive Corrective Leadership

The following table displays the means, standard deviations, minimum and maximum values of the answers of the participants having the two factor model as basis.

**Table 11.** Means, std. deviations, minimums and maximums of the two factors (N=50).

	Mean	Std. Deviation	Minimum	Maximum
Active Constructive Leadership	62,62	19,03	0	98
Passive Corrective Leadership	11,01	7,58	0	32

The means of the answers of the participants show that teachers perceive their principals to apply more the active constructive leadership or with other words the components of transformational leadership along with contingent reward. The mean of passive corrective Leadership shows that teachers perceive their principals to not apply in a great extent passive management-by-exception or laissez-faire leadership styles.

## **12. Conclusions - discussion**

This research intended to measure Transformational Leadership in the Greek Primary Education. To successfully achieve that, the MLQ5X was administered to teachers of school units, in order to evaluate indirectly the leadership styles that their principals used in these schools. In order to examine the results more efficiently we had to run a factor analysis to be certain about the internal consistency and structural validity of the questionnaire.

The factor analysis displayed us that in Greek Primary Education we can talk about the appearance of two significant and different conceptually factors. The first factor consisted of all transformational components along with transactional practices. The second factor demonstrated passive leadership and inactive practices by the principal. Thus, we can talk about a two-factor model where teachers in Greek schools based on the sample, observe their principals, to be either highly active on their duties and be constructive in schools with their personnel or on the other hand to be passive avoidant and to be energetic only when things tend to go wrong or when it is necessary for them to intervene before things fall apart.

Thus, having as basis the FRL model that proposed nine factors of leadership, we cannot accept it because the components of transformational leadership in our situation are all merged and combined with characteristics of transactional leadership. This may show us that for teachers of Greek education there is not an obvious distinction between transformational and transactional leadership. The bibliography supports that claim because transactional and transformational leadership can coexist in a working environment. Furthermore, the second factor which consists of passive management-by-exception and the laissez-faire Leadership demonstrates us clearly the opposite side of an effective leadership style.

The factor structure of the MLQ has been studied for nearly thirty years to different organizational contexts. (Antonakis, Avolio, Sivasubramaniam: 2003) The findings indicate that the factor structure of the MLQ may not always be stable. For example, there have been models that are structured by a number of factors ranging from one to nine. In our research, we have found two factors that single out. Researchers have reported the high levels multicollinearity among the

transformational leadership scales so our results are logical and based on bibliography.

As a matter of fact, the existence of an alternative model, a simpler factor structure that contains two factors has been found in the past by researchers (as cited by Avolio & Bass, 1995, 2000, 2004). The name of the two factors were Active Constructive Leadership vs. Passive Corrective Leadership. If we compare the items from this model and from our own results we will see that an identification exists so we conclude that our results are matched with the proposed model.

One of the negative aspects of the research was the exclusion of the outcomes of the Leadership styles because based on the answers, of the participants and the factor Analysis which produced one factor only, safe results could not be extracted.

In our research we used Exploratory Factor Analysis. More results regarding our sample could be extracted if we had continued using Confirmatory Factor Analysis. But based on the scores of the two factors, we can say that transformational Leadership can exist in schools and it is up to the principals to learn more about this type of Leadership, to differentiate it from transactional practices, to combine both styles effectively and develop effective leadership skills in practice.

As we try to reach a conclusion, Transformational Leadership is exercised by principals in Greek Primary Education but it is combined with Transactional Leadership. From the results of the sample, we can say that teachers perceive their principals to demonstrate all of the components of Transformational Leadership and 6 items/behaviors of Transactional Leadership. Based on the score, a small percentage of principals tend to exercise passive avoidant behavior. The high score of Active Constructive Leadership factor is leading to us to the conclusion that the combination of Transformational and Transactional Leadership is the one that most principals exercise. Furthermore, the model of Leadership that is being extracted is the two factor for which we talked earlier in our results.

Research on Transformational Leadership in the Greek Literature is limited. As a style of Leadership that can bring significant changes in educational systems and in the relations between principals and teachers, the significance of future research is very important. The Greek Educational System has some negative aspects. Some of

them are the changes that are based on Government policy and not based on scientific research. The bureaucratic structure of Educational System and the omission of an objective evaluation system. A leader is surely needed if we want to make our Educational System to grow and become better. Can Transformational Leadership make a change in the following years? Can we have leaders that exercise effectively Transformational Leadership? A higher need for the development of principals who will be more leaders than managers maybe is gradually coming close to a necessity.

### **13. Limitations of the research**

In every research there is a number of limitations and difficulties appearing. In our research the limitations were:

- The sample of the research, the 50 teachers that answered the questionnaire, is a sample that was formed within the capabilities of the researcher. Therefore, we cannot say that the sample is representative. Thus, the results of this research illustrate a tendency on how teachers perceive the leadership styles of their principals but in any case these results cannot have a broader generalization for all principals in Greek Primary Education.
- The MLQ5X that was used in our research is one of the most common research tools for measuring leadership styles but the questionnaire can produce different results depending the context of the research. In our case, the MLQ5X showed that we could not accept all the factors that the MLQ5X measured because after the factor analysis we found two main correlated factors to stand out regarding the Greek Primary Education. Thus, the measurement of the 4 I's of transformational leadership was not feasible for every each component.
- One serious limitation was the exclusion of demographic characteristics from the research. The MLQ5X did not include demographics in its structure and additional items were not constructed by the researcher. Items like gender, age, educational experience, the contract of the teacher that worked in the school (substitute or main teacher), the possession of a Master Degree or a PhD from the teacher. Without demographics, the research was limited to the use of quantitative variables and not qualitative variables. Therefore, many useful results between leadership styles and qualitative variables like the ones we mentioned could not be justified or extracted.
- The results of the research are subjective. They display how teachers perceive the appliance of specific leadership styles from the principal. For this reason, maybe there is not high objectivity from the teachers that completed the questionnaire.

#### 14. Suggestions and future research

Based on the bibliography, the results and the limitations of the current research, we make some suggestions that could contribute in conducting future research:

- We could do the same research for a representative sample regarding the Greek Primary Educational System. The number 50 which was the number of our participants in the research is fair enough but if we want a generalization of results a larger sample is surely needed.
- The inclusion of demographics in future research is necessary if we would want to study connections between leadership styles and more specifically transformational leadership with gender, age, years of experience and higher education (master degree or PhD).
- We could examine leadership styles in relation to the different geographic areas of Greece. We could give a predetermined number of questionnaires to teachers that serve in schools of different regions and then based on the results to do an Anova Test to examine if there is a connection between leadership styles and geographical areas.
- In our research we examined the perceptions of teachers on the leadership style of their principals. In a future research, questionnaires could be given also to the principals to evaluate their leadership style. The MLQ5X has a leader form and a rater form, so a comparison between the answers of the leaders and the answers of the teachers could happen in a future research.
- An alternative method for conducting a research is by making interviews. The interviews could be done with principals of school units and with teachers. Interviews can produce numerous behavioral examples and all they can help understand specific leadership styles like the transformational in our case. Along with interviews observation from the researcher could prove a useful tool for discussion.

Finally, the development of transformational leadership on the Greek Educational System could change the way school leadership is perceived. Specific educational programs could be developed in the future so the principals of school units can learn firstly the benefits of the appliance of transformational principles in schools but also to practice methods and learn to apply transformational leadership in action and in real situations.

## BIBLIOGRAPHY

### Ξενογλώσση

1. Antonakis John & Avolio J. Bruce & Sivasubramaniam Nagaraj, (2003), "Context and Leadership: an examination of the nine-factor full-range-leadership theory using the Multifactor Leadership Questionnaire", *The Leadership Quarterly* 14 (2003), 261-295
2. Adair John, (2009), "Effective Motivation: How To Get The Best Results From Everyone", Pan Books.
3. Avolio J. Bruce & Bass M. Bernard, (1995, 2000, 2004), "Multifactor Leadership Questionnaire Manual and Sample Set", University of Nebraska and SUNY Binghamton.
4. Bass M. Bernard & Steidlmeier Paul, (1999), "Ethics, character, and authentic transformational leadership behavior", *Leadership Quarterly*, 10, 181-217.
5. Bass M. Bernard & Riggio E. Ronald, (2006), "Transformational Leadership Second Edition", Psychology Press.
6. Burns MacGregor James, (1978), "Leadership", First Harper Perennial Political Classics Edition Published 2010.
7. Cameron S. Kim, (2008), "Positive Leadership: Strategies for Extraordinary Performance", Berrett-Koehler Publishers, Inc. San Francisco.
8. Chemers M. Martin, (1997), "An Integrative Theory of Leadership", Lawrence Erlbaum Associates, Publishers 1997 Mahwah, New Jersey London.
9. Davies Brent, (2009), "The Essentials of School Leadership Second Edition, SAGE.
10. Drucker Peter, (1977), "The Best of Peter Drucker on Management", New York Harper's College Press.
11. Green L. Hollis, (2013), "Transformational Leadership in Education: Second Edition, Strengths-based Approach to Change for Administrators, Teachers and Guidance Counselors", GlobalEd Advance Press.

- 12.** Greenberg Jerald, (1999), "Managing behavior in organizations Second Edition", New Jersey: Prentice Hall.
- 13.** Ingram Patreese, (1994), "A Study of Leadership Behaviors of Principals in Schools Which Educate Students with Moderate and Severe Disabilities in Regular Education Classrooms", Western Michigan University.
- 14.** Kotter P. John, (1996), "Leading Change", Boston: Harvard Business School Press, 1996.
- 15.** Leithwood A. Kenneth & Jantzi Doris, (1990), "Transformational Leadership: How Principals Can Help Reform School Cultures", Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies (Victoria, British Columbia, Canada, June 1990).
- 16.** Leithwood A. Kenneth & Poplin S. Mary, (1992), "The Move Toward Transformational Leadership", Paper Educational Leadership.
- 17.** Leithwood A. Kenneth & Jantzi Doris, (1999), "The Effects of Transformational Leadership on Organizational Conditions and Student Engagement with School", Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23 1999).
- 18.** McDowelle O. James, (2009), "Journal Of Curriculum and Instruction (JoCI), Volume 3, Number 2", East Carolina University.
- 19.** Nunally C. Jum, (1978), "Psychometric theory Second Edition", New York: McGraw-Hill.
- 20.** Salovey Peter & Mayer D. John, (1990), "Emotional Intelligence", Baywood Publishing Co, Inc.
- 21.** Shelton J. Edward, (2012), "Transformational Leadership", Trafford Publishing, United States of America.
- 22.** Wellington Pat, (2011), "Effective People Management", Kogan Page Limited.
- 23.** Witt Christopher & Fetherling Dale, (2009), "Real Leaders Don't Do Powerpoint", Piatkus 2009.

- 24.** Yu Huen & Leithwood A. Kenneth & Jantzi Doris, (2002), "The effects of Transformational Leadership on teachers' commitment to change in Hong Kong", *Journal of Educational Administration* 40,4 p. 368-389.
- 25.** Yukl Gary, (1999), "An evaluation of conceptual weaknesses in transformational and charismatic leadership theories", *Leadership Quarterly*, 10, 285-305.
- 26.** Zaleznik Abraham (1992/1977), "Managers and Leaders: Are they different?", *Harvard Business Review*, March/April 1992, 126-135.

## **Ελληνόγλωσση**

- 1.** Δαφέρμος Βασίλης, (2013), "Παραγοντική Ανάλυση", εκδόσεις ΖΗΤΗ.
- 2.** Μπουραντάς Δημήτρης, (2005), "Ηγεσία, ο δρόμος της διαρκούς επιτυχίας", εκδόσεις Κριτική, Αθήνα.
- 3.** Σαΐτη Χρ. Άννα & Σαΐτης Αθ. Χρίστος, (2012), "Οργάνωση & διοίκηση της Εκπαίδευσης", Αθήνα.
- 4.** Σαΐτη Χρ. Άννα & Σαΐτης Αθ. Χρίστος, (2012), "Ο Διευθυντής στο σύγχρονο σχολείο", Θεωρία, Έρευνα και Μελέτη Περιπτώσεων", Αθήνα.
- 5.** Σαΐτης Αθ. Χρίστος, (2005), "Οργάνωση και Λειτουργία των Σχολικών Μονάδων", Αθήνα.
- 6.** Σαΐτης Αθ. Χρίστος, (2014), "Μύηση των εκπαιδευτικών στα μυστικά της σχολικής ηγεσίας", Αθήνα.
- 7.** Denny Richard, (2007), "Πρώτοι Στην Παρακίνηση, Εκδόσεις Κριτική.
- 8.** Goleman Daniel, (1995), "Η συναισθηματική νοημοσύνη. Γιατί το EQ είναι πιο σημαντικό από το IQ;", εκδόσεις Ελληνικά Γράμματα, Αθήνα 1998.
- 9.** Goleman Daniel, (1998), "Η συναισθηματική νοημοσύνη στον χώρο της εργασίας", εκδόσεις Πεδίο, Αθήνα 2011.
- 10.** Goleman Daniel & Boyatzis Richard & McKee Annie, (2002), "Ο Νέος Ηγέτης. Η δύναμη της συναισθηματικής νοημοσύνης στη διοίκηση οργανισμών", εκδόσεις Πεδίο, Αθήνα 2014.

Received from Mind Garden, Inc. on July 13, 2017. Permission for Vertopoulos Aristidis to reproduce 50 copies within one year of July 13, 2017



To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material solely for his/her thesis or dissertation research:

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

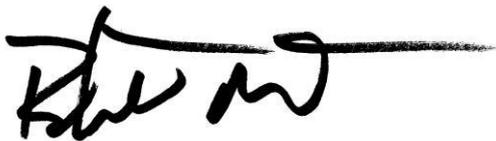
Copyright: *1995 by Bruce Avolio and Bernard Bass*

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation. Your rights are conditioned on you providing the following attribution:

**Copyright ©1995 by Avolio and Bass. All rights reserved in all media.**

The entire instrument may not be included or reproduced at any time in any other published material.

Sincerely,



Robert Most

Mind Garden, Inc.

[www.mindgarden.com](http://www.mindgarden.com)

© 1995 Bruce Avolio and Bernard Bass. All rights reserved in all media.

Published by Mind Garden, Inc., [www.mindgarden.com](http://www.mindgarden.com)